

Education

IN THE REPUBLIC OF

HAITI

by GEORGE A. DALE, Community Education Advisor

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Foreword

A LONG CONTINUING RESPONSIBILITY of the Office of Education is the publication of bulletins describing education in other countries. Such bulletins are a vital part of a program to increase American understanding of education around the world. They include a growing series of studies on education in the Latin American Republics. They are designed to meet the interests and needs of educators, students, schools, colleges, universities, nongovernmental and governmental agencies, government officials, and others.

Education in the Republic of Haiti brings up to date a 1948 Office of Education bulletin of similar nature written by Mercer Cook, Professor of Romance Languages, Howard University, and formerly supervisor, English-Teaching Project in Haiti.

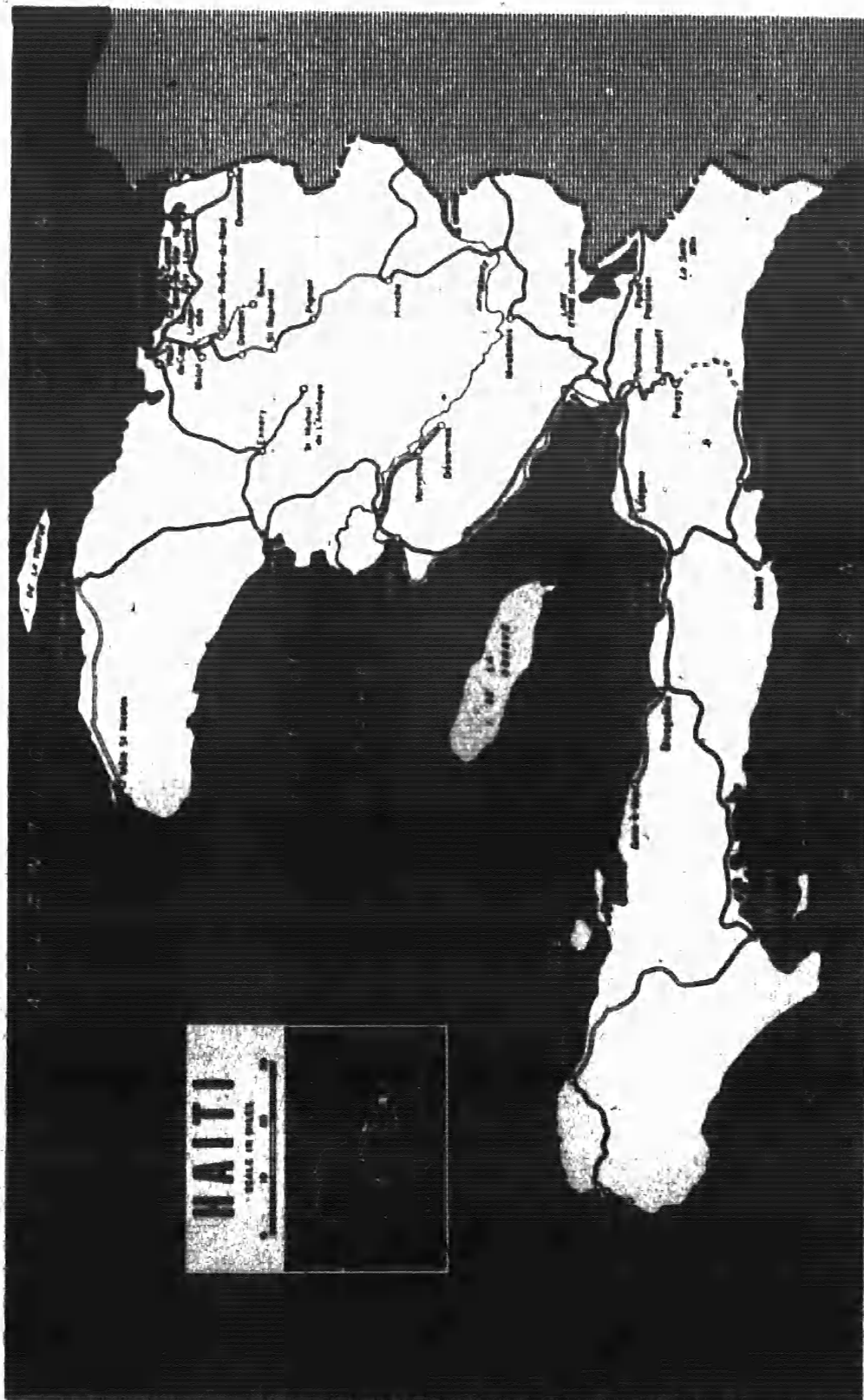
The present edition is based on data gathered by the author in Haiti while there as a member of a technical assistance team in rural education under auspices of the U.S. International Cooperation Administration.

For assistance to the Office of Education and to the author, the Office takes this opportunity to express appreciation for the cooperation received from the Government of Haiti, and from its Embassy in Washington.

The Office is indebted to *Le Département de l'Éducation Nationale, Institut Haitien de Statistique, Université d'Haiti, Institut Français, Institut Haitiano-Américain*, the clergy and to many other institutions and individuals in Haiti who assisted in providing data for this study. It is also indebted to the Pan American Union and to UNESCO for additional data, and to the U. S. Operations Mission to Haiti, for photographs used in this bulletin.

OLIVER J. CALDWELL,
*Assistant Commissioner for
International Education*

BESS GOODYKOONTZ, *Director
International Educational Relations*



Chapter I

Haiti's Background

HAITI'S LOCATION—as an Inter-American and Caribbean crossroads—brings her into cultural, linguistic, and trade association not only with her Central and South American and Caribbean neighbors but with the United States as well. But a few hours flying time from New York; less, from Miami; and the Republic of Haiti has become a stopover point for many planes en route to South American cities. It is a center for airlines connecting with Puerto Rico, Jamaica, Panama, the Virgin Islands, and other ports. This little country occupies the western third of the Island of Hispaniola; its Spanish-speaking neighbor, the Dominican Republic, occupies the other two-thirds.

The area of Haiti is approximately 10,700 square miles, about that of the State of Maryland. Horseshoe shaped, its prongs extend westward toward Cuba forming two large mountainous peninsulas. Some 8,000 square miles of Haiti's land are mountains, highlands, and deep valleys. Four large plains together with numerous small ones make up the remainder of the country. The Central Plain borders the Dominican Republic. The Artibonite and Cul de Sac Plains spread eastward from the Gulf of Gonave. Because of their relatively greater agricultural productivity, these plains support a large part of the population.

Something About Its People

The 1950 census reporting a total of 3,097,220 is probably the most accurate population count that has been made in Haiti.¹ This figure represents a growth of roughly 597,000 over the 1928

¹ Institut Haïtien de Statistique. *Dénombrement de la Population de la République d'Haïti*. Nouvelle Edition, Port-au-Prince, Haïti. Avril 1950. (Mimeographed edition, 31 pages).

estimated population of 2,500,000, and 97,000 over an estimated 3,000,000 in 1940.² A United Nation's report has the following to say about Haiti's population growth:

Since births and deaths are very incompletely registered, no great reliance can be attached to indications of population growth derived from such data for Haiti. However, inferences might be drawn from the population statistics of comparable countries. In British Caribbean territories with essentially the same population stock as Haiti, but, on the whole, with better developed sanitation and health care, the rate of natural growth ranges between 1.3 and 2.0 percent per annum. Judged on that basis an annual growth of rather less than 1.5 percent would seem likely in Haiti. At the first session (in 1948) of the Economic Commission for Latin America (ECLA), the representative of Haiti stated that there were two and a half births to one death in Haiti. As a rough indication this ratio, equivalent to a rate of natural increase of 1.5 percent per annum, may not be very far off the mark.³

Population Distribution

The population divided by the area of the country gives a rough index of density of population exceeding 290 per square mile. The relatively low population density in the unproductive mountain areas and the high density in the more productive valleys create a population density in specific areas equal to that of densely populated countries, such as India.

Haiti has, by more than 10 percent, the most predominantly rural population of 20 major Western Hemisphere countries. This is graphically shown in figure 1.

As to urban-rural distribution of the population, the United Nations *Mission to Haiti* made the following report:

The urban agglomerations are relatively few, however, and are believed to account for only about a sixth of the total population. As many if not most of these agglomerations are rather to be described as villages of a distinctly rural character, about nine-tenths of the population may be properly classified as rural.⁴

Racially the people include descendants of the indigenous population of the island, French settlers, those originally brought in as slaves, and other strains.

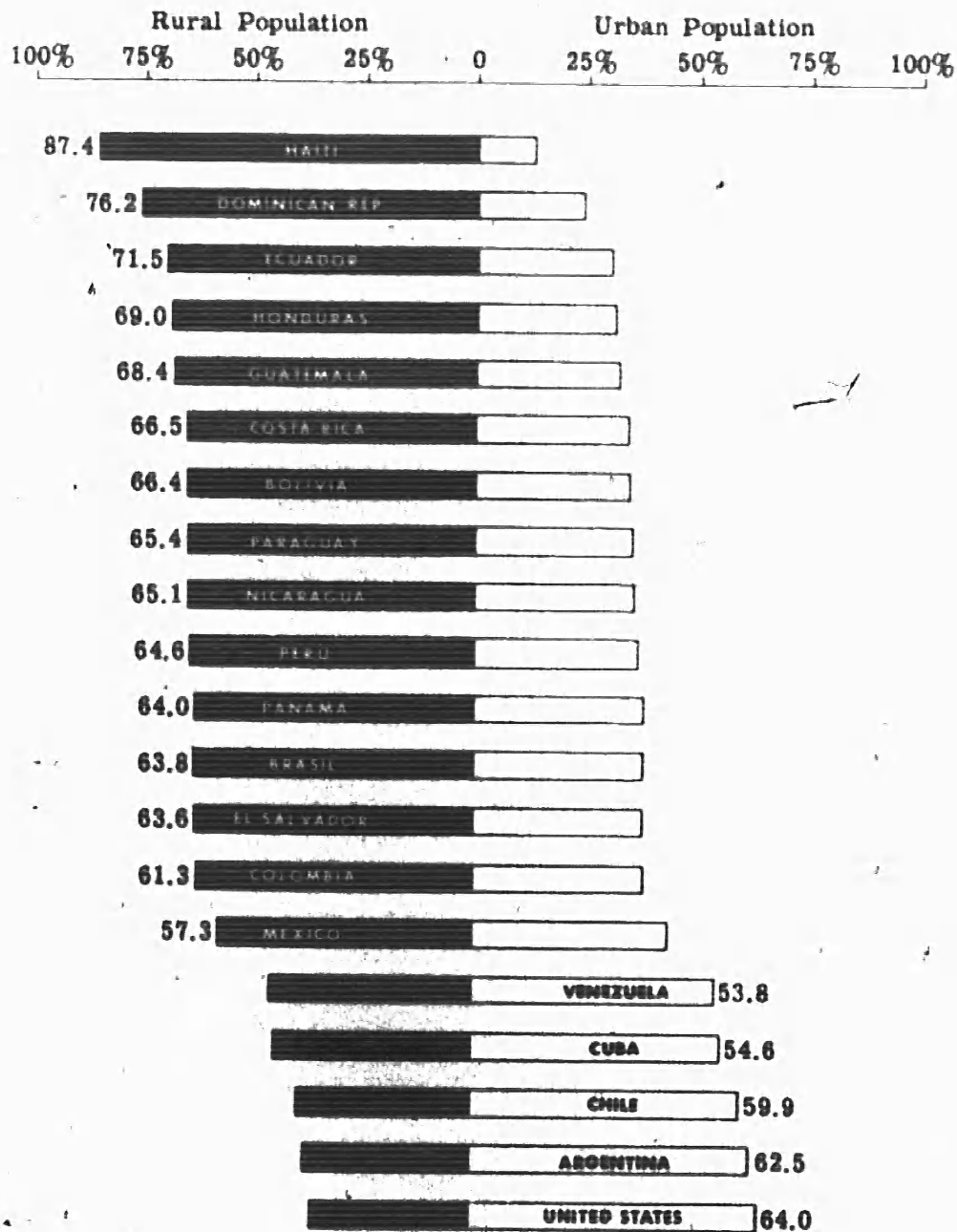
The racial intermingling which produced the present day stocks had its major beginnings in the period of European colonization in the Caribbean as well as elsewhere in the Western Hemisphere.

² United Nations, *Mission to Haiti*. Report of the United Nations Mission of Technical Assistance to the Republic of Haiti. Lake Success, N. Y., July 1949, p. 27.

³ *Ibid.*, p. 28.

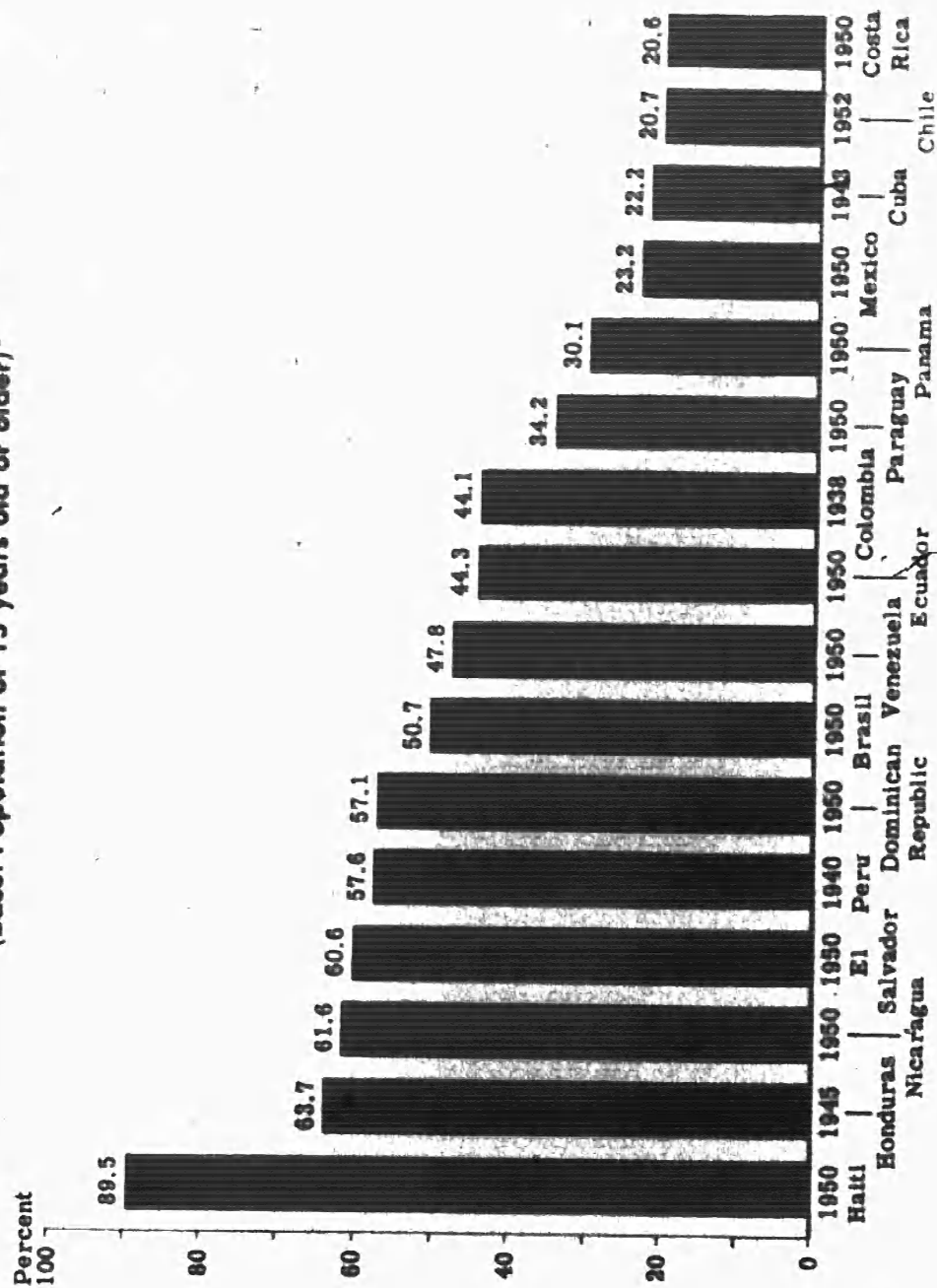
⁴ *Ibid.*, p. 31.

Figure 1. — Percentage of rural and urban population in 20 Western Hemisphere countries.¹



¹ Used by permission of the Pan American Union from *Erradicación del Analfabetismo* (Organization of American States, Second Inter-American Meeting of Ministers of Education, Lima, Peru, 1954), Gráfica 2 A, p. 49.

Figure 2. — Percentage of illiteracy of population of 16 Latin American countries.
(Base: Population of 15 years old or older)¹



¹ Used by permission of the Pan American Union from Erradicación del Analfabetismo (Organization of American States, Second Inter-American Meeting of Ministers of Education, Lima, Peru, 1956), Gráfica 1 A, p. 45.

Culturally, the people are predominantly French. Traditionally, sons and daughters of Haitian leaders have gone to France for higher education. Many of the professional people are graduates of French Universities. Many of the bishops and priests are French.

A cultural center in Port-au-Prince, the Institut Francais, is under the management of a French director. French publications predominate in bookstores. Vacations and travel in France are eagerly sought, and French culture is respected and looked upon as something to be attained or imitated.

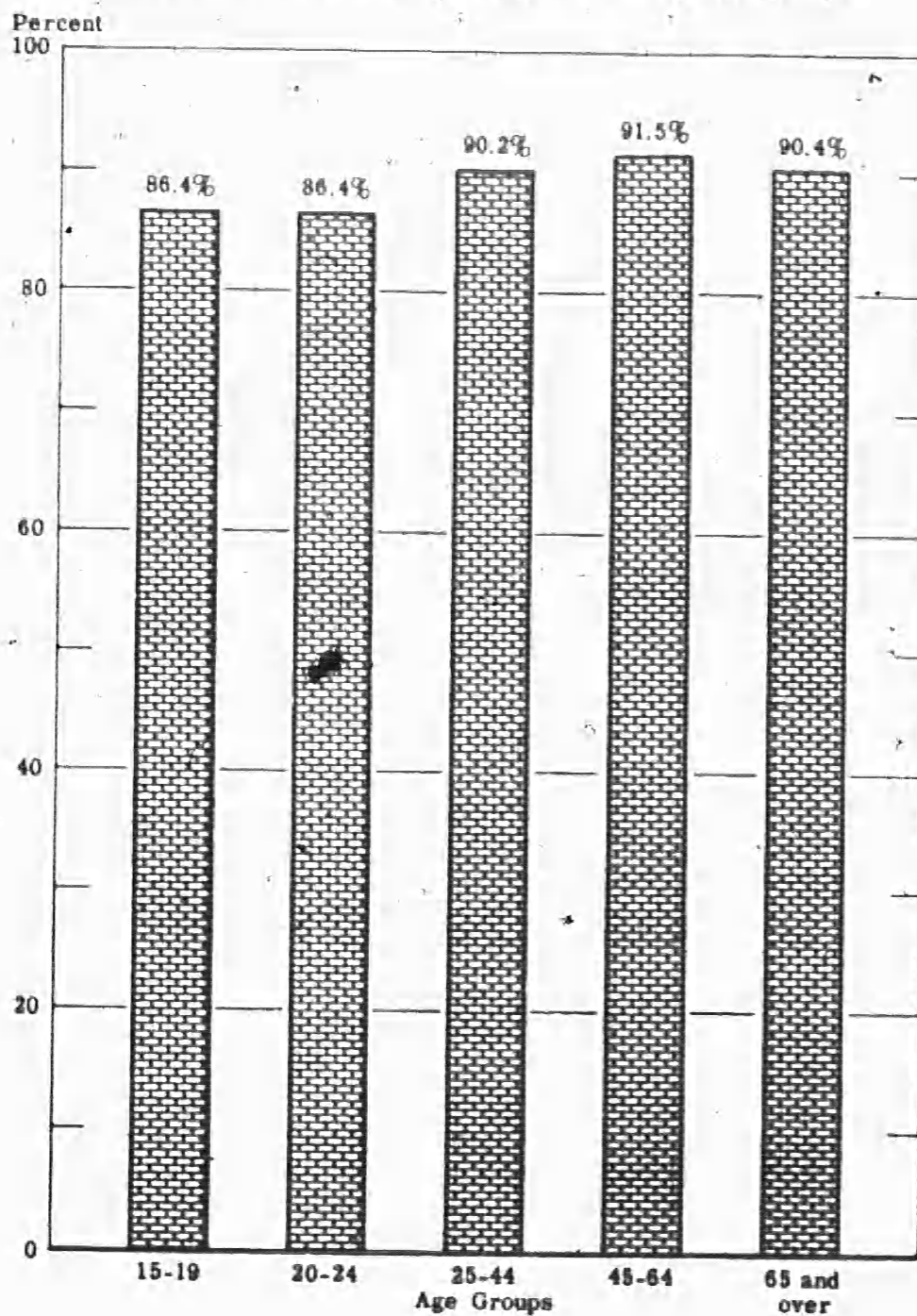
Coexisting with this admiration of and aspiration for French culture is a heritage of African influence. Food, housing, language, music, folklore, and many customs retain much of the African culture imported with slavery in earlier periods. An official who had spent many years in Africa was prompted to remark during a trip through rural Haiti: "This is more African than Africa."

With French as the official language of the country, a linguistic barrier exists between Haiti and the Spanish and English-speaking countries of the Western Hemisphere with which it is more closely identified geographically and economically than with France or other French-speaking areas. Internally, most people speak and understand Creole; many are not competent in French. The result has been extensive discussion as to which language should be the language of instruction in the schools.

French is however the official language of instruction. Therefore, many children commence their education in a foreign language rather than in their mother tongue. In the field of adult education those beyond school age are instructed in reading Creole. At the same time published material in Creole is very limited. Thus, Haiti is faced with a situation in which French is the official language, reading materials in the Creole mother tongue of the people are scarce, and the country is in a geographical area which is predominantly Spanish-English speaking.

The Problem of Illiteracy

In Haiti 89.5 percent of the population is illiterate, the highest percentage of 16 Latin American countries. (See fig. 2.) Of particular significance to educators is the percentage of illiteracy

Figure 3. — Percentage of illiteracy in Haiti by age groups.¹

¹ Used by permission of the Pan American Union from Erradicación del Analfabetismo (Organization of American States, Second Inter-American Meeting of Ministers of Education, Lima, Peru, 1956), Gráfica 4 A, p. 53.

by age groups as shown in figure 3. The 86.4 percent illiterates in the 15-19 and 20-24 year age groups implies that literacy is not being adequately achieved by young citizens during the years they should be in school. The 90.2 percent illiteracy in age group 25-44 indicates a large group beyond school age who could profit by an adult literacy program.

Its History and Economics

In prehistoric times the island of Hispaniola was called Aiti (mountainous country) Bohio (house) and Quisqueya (mainland). Its total population has been variously estimated from 100,000 to 6,000,000. The Indians were considered peaceful, intelligent, and quite emotional.⁵ These Arawak Indians were the people found by Columbus in 1492 when he discovered Aiti, which he named *La Isla Española*—the Spanish Island.

On his second voyage Columbus subdued the Indians in the whole central part of the island of Hispaniola, imposing on each chief a tribute of gold to be collected every 3 months. In 1502 Ovando, the Spanish governor, ordered the Indians of the island brought under the system of *repartimientos*, whereby each chief contributed a certain number of Indians to work in the Spanish gold mines.

Indians on the island who were distributed among the Spanish colonists were said to be overworked and many reportedly starved to death. Hurricanes and smallpox destroyed most of the population. By 1535 only 500 natives were supposedly left on the island. The colonists were importing Negroes and Indians from other parts of the Caribbean to take their place. Sir Francis Drake visiting Hispaniola in 1585 reported not a single Indian was left alive.⁶

Spanish control of Hispaniola was challenged by French buccaneers who established themselves on Tortuga Island about 1625, as a vantage point from which to make raids against Spanish shipping. The French established themselves at Port-de-Paix in 1664. In 1697, by the Treaty of Ryswick, France gained control of an area roughly comparable to modern Haiti.

⁵ Source of information: *Handbook of South American Indians*, Smithsonian Institution, Bureau of American Ethnology, Bulletin 143. Washington, U.S. Government Printing Office, 1943.

⁶ *Ibid.*, bulletin 143.

in operation near Cayes for several years; some small coffee-processing plants and sisal mills are in the Republic.

In general, Haitians live in an economy almost exclusively agricultural. And it is one of the world's paradoxes—as pointed out in the *Preliminary Report on the World Social Situation with Special Reference to Standards of Living*—that agriculture, which occupies the majority of the people in less economically developed areas, is worst off where the largest numbers depend on it for their income.⁹ Thus, some 87.4 percent of the population in Haiti obtain their living from agriculture where much of the cultivation is done with hoes.

The average annual per capita income has been estimated at about \$67, with a few having a high income, the many having less than this amount, and some having practically no cash income.¹⁰

Education Not Available

Against its background of terrain, economy, history, political life, racial strains and linguistic problems, the educational task in Haiti is colossal. An estimated 600,000 children of elementary school age are out of school largely because schools are not available to them.

Of the children who do attend elementary school only a few reach secondary school. These secondary schools (*lycées*), with but one exception, are located in the cities. A graduate of the rural elementary school usually must find a place to live in the city before he can enter secondary school. He competes for space in a *lycée* with urban children. Once enrolled, he spends his time largely on a classical program which has relatively little application to the rural life from which he comes.

One of the early problems, pointed out by the United Nations *Mission to Haiti*, was the serious shortage of textbooks. Of this problem, which still exists, the Mission report states:

Textbooks from France or Canada are used in some of the schools. A few history or geography books have been written by Haitians, and the Christian Brothers of Canada have published some readers with Haitian background. The Haitian Government does not provide free school books, and most parents are too poor to buy them for their children. Education

⁹ United Nations. Department of Social Affairs. New York, the United Nations, September 8, 1952. P. 180 (Document No. 1952, IV, 11) p. 3, 37, 52.

¹⁰ *Economic Development Assistance, A Long-Term Policy for Assisting Economic Growth and Encouraging Independence in the Underdeveloped Nations of the Free World*. Committee for Economic Development. New York, April 1957, p. 8.

without school books and supplementary reading materials can only perpetuate Haiti's nonliterary culture. To become a useful instrument for the forging of Haitian nationality, education must teach children and adults to use and love books as keys to the experience of the human race. Such books should be written by Haitians for Haitian children. They should describe the life and problems of Haiti, and should be practical in pointing to a better way of life through understanding, self-help, and organized community life. They should encourage and direct activities which satisfy the emotional and social as well as the intellectual needs of children. Without books to learn from and to read with pleasure and profit, children and adults will soon forget their knowledge and lose the reading skill.

The Haitian people are in a critical situation as far as survival is concerned. The right kind of school books dealing with food production and soil conservation, protection against malaria, hookworm, yaws, or tuberculosis, the making of household equipment and agricultural tools, the proper care and use of animals, the making of charcoal and lime without wasting scarce firewood, could turn books into weapons for survival. Such books or series of books, pamphlets, almanacs, or periodicals, have been prepared for children and adults of other countries. Haiti could profit from their experience * * *

A graded series of readers for the 6 years of the elementary school course is a necessity in Haiti. Equally important are arithmetic and elementary science work-books. The preparation of such a series of books would be a major undertaking for which technical assistance should be sought outside of Haiti. The Government's investment in a free distribution of school books would be amply repaid in greater effectiveness of its educational efforts. It is of little use to build schools without equipment or teaching materials; it is even more futile to try to teach and learn without books.

If serious efforts are made to reduce illiteracy in Haiti, the preparation and publication of reading matter in Creole and French for the newly literate is vital * * *

As means of achieving the desired improvement in literacy, the Mission recommends that the Government undertake forthwith the preparation, publication and distribution of:—

- (a) A basic series, in Creole and French, of elementary textbooks and supplementary materials for the school children;
- (b) Appropriate basic readers and almanacs, as well as a weekly periodical in Creole;
- (c) A special service for carrying out this task should be organized in the Publications and Textbooks Section of the Ministry of National Education.¹¹

Although some achievements are being made toward increased literacy, such recommendations often take years for adequate realization.

¹¹ *Mission to Haiti, op. cit.*, p. 48.

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⁹ United Nations. Department of Social Affairs. New York, the United Nations, September 8, 1952. P. 189 (Document No. 1952, IV, (1) p. 3, 27, 52.

¹⁰ *Economic Development Assistance, A Long-Term Policy for Assisting Economic Growth and Encouraging Independence in the Underdeveloped Nations of the Free World*. Committee for Economic Development. New York, April 1957, p. 8.

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²¹ *Mission to Haiti, op. cit.*, p. 48.

Expansion and improvement in the presently limited vocational and trade schools carries the possibility of introducing rural and urban children to an education for improved living. Additional schools for adults will help adults who have learned their trades in existing schools or through apprenticeship, to add to their qualifications.

The present capacity of the institutions of higher education within Haiti does not permit Haiti to train at home the number of doctors, lawyers, teachers, engineers, public administrators, and others needed.

To achieve the minimum of literacy necessary to permit mass communication, some 2 million, or roughly two-thirds of the population, need to be taught to read. Since these persons—mostly adults—form the bulk of the population, they play an important role in the economy and political affairs of the country. They represent one of the nation's rich potential resources for the economic development of the country which can be useful once educational opportunity is available to them. This task is in addition to teacher training, school facilities, supervision, curriculum and instruction at all educational levels.

The estimated cost of this program is more than the total national budget of Haiti. Since education tends to be a surcharge on an expanding economy, Haiti's plans will indeed take time.

Haiti's mountainous land, few roads, and dense population suggest to educational leaders that her rural school needs may be met by many small schools spaced so that they are available to rural children; that opportunity for secondary and vocational education provided in rural areas would extend such service to thousands of rural children; that teacher-training institutions outside cities would help keep students oriented to rural life so they could more adequately teach in rural schools.

Chapter II

School Administration

THE HAITIAN school system is centralized under the Department (commonly called Ministry) of National Education. The State Secretary of National Education (Minister) is directly responsible to the President of the Republic. There is an overlap in administrative responsibility between the Haitian Government and the Catholic Church and between the Government and certain private schools. The Government finances certain parochial and private schools in whole or in part, while the operation of these schools is largely the responsibility of the church or the private organization concerned. There is also a division of responsibility in the adult education program between the Ministry of Education and the Ministry of Labor, the latter assuming responsibility for worker's schools for illiterate adults.

The divisions of the education system, the number of units of each type, and the approximate number of staff members during 1955-56 are shown in table 1.

Regulations and Laws

Some important qualifications required for appointment and duties of chief officers of the Ministry of Education in Haiti, according to the General Regulations and Organic Law¹ published by the Director General of National Education, are given below.

Director General of Education

Qualifications—To be appointed as Director General of National Education, one must have at least a diploma from *enseignement supérieur*

¹ Translated from *Direction Générale de l'Éducation Nationale. Règlements Généraux et Loi Organique*. Imprimerie de l'État, Port-au-Prince, Haiti. 1950.

with specialization in teaching. He must have demonstrated competence in important educational and administrative positions.

Duties—The Director General, under the supervision of the Minister of Education controls all the educational and administrative activities of the National Department of Education within the frame of existing general regulations. Helped by the Directors of Services, the Director General

Table 1.—Instructional establishments in Haiti, number and approximate size of staff, 1955–56¹

Type	Number	Personnel
<i>Elementary schools</i>		
Urban		
Public nonparochial (<i>Laïc</i>).....	225	1,296
Public parochial (<i>Congréganiste</i>).....	80	696
Private (<i>Privé</i>).....	275	910
Rural		
Public.....	429	1,161
Parochial (<i>Presbytéral</i>).....	365	380
<i>Secondary schools</i>		
Public.....	14	357
Private (<i>Privé</i>).....	39	520
<i>Normal schools</i>		
Urban.....	2	25
Rural.....	1	23
<i>Vocational schools (Professionnel)</i>		
Public.....	19	294
<i>Adult education centers</i>		
For adult workers (<i>Centres Département du Travail—Education ouvrière</i>).....	225	
For adults—general (<i>Centres Département Education nationale</i>).....	300	
<i>University</i>		
School of Agriculture (<i>Ecole d'Agriculture</i>).....	1	10
School of Surveying (<i>Ecole d'Arpentage</i>).....	1	4
Polytechnic School (<i>Ecole Polytechnique</i>).....	1	27
School of Pharmacy (<i>Ecole de Pharmacie</i>).....	1	
School of Medicine (<i>Faculté de Médecine</i>).....	1	38
School of Dentistry (<i>Faculté d'Art Dentaire</i>).....	1	19
Grand Séminaire Notre-Dame.....	1	6
School of Law (<i>Faculté de Droit—Section sociale et administrative</i>).....	1	5
School of Law (<i>Faculté de Droit—Section Juridique</i>).....	1	11
School of Law, (<i>Ecoles de Droit de Cap-Haïtien, Cayes, Gonaïves, Jérémie, (Privés subventionnés)</i>).....	4	22
Institute of Ethnology (<i>Privé subventionné</i>).....	1	7
Superior Normal School (<i>Ecole Normale Supérieure</i>).....	1	24

¹ Institut Haïtien de Statistique. *Bulletin Trimestriel de Statistique*, No. 23, Décembre 1956 Port-au-Prince, Haïti. Adapted from table 91-1, p. 155.

Note: in the numbers related to establishments and the staff of late urban primary education are included 32 evening courses and 2 half-time classes considered here as distinct establishments with a staff of 75 Haitians.

serves as technical advisor of the Department of National Education. At the request of the Minister of Education, he examines or asks his assistant to examine all the questions concerning National Education including contracts and agreement. He prepares the laws, plans and projects related to National Education for submission to the Minister of Education.

The Director General is under the direct supervision of the Minister of Education. He is the only employee who may have official correspondence with the Minister. He prepares, periodically or at the request of the Minister, reports relating the different services of the Department of National Education. The Director General assisted by the Directors of the Services, assumes the responsibility for the control and execution of the administrative and technical details of the National Department of Education.

With the approval of the Minister of Education, he establishes the programs of the staff, in case these have not been determined by law, regulation, or existing instructions.

When the Director General is absent on leave or on official business, he designates with the approval of the Minister, a Director of Services to serve in his place.

Directors of Services

Each director of services serves as an assistant Director General.

Qualifications—To be a Director of Services, one must have a diploma of superior education, have worked not less than 5 years in education or have served as Chief of Section or Director of a Secondary school or similar position.

Duties—The Directors of Services assure the execution of the rules fixed by the Director General in accordance with the Minister of Education. They are responsible directly to the Director General for the activities of the services under their supervision. They receive their instructions directly from the Director General. They submit to him a monthly report of all the activities they supervise.

The Directors of Services submit to the Director General recommendations for nominations in their respective services and help him prepare the budget for their respective services and request funds for the operation of their services; subject to the approval of the Director General.

Director of Administrative Services

Qualifications—To be Director of Administrative Services, one must: (1) Be an accountant graduated from a recognized institution; (2) have at least 5 years of administrative experience.

Duties—The Director of the Administrative Services is in charge of the general administration of the offices, accounting department, depots, records, transportation, purchasing and shipment of furniture, inventories, the personnel register and all the administrative activities of the

service. With the approval of the Director General and the other directors of service, he takes all the necessary steps for the welfare of the service.

Chiefs of Section

Qualifications—To be Chief of Urban or Rural Education section, one must have a normal school diploma of a grade higher than the section in which employed, or a diploma of superior technical education. A candidate must have worked at least 3 years in education or an equal time as inspector or director of a school within the Department of Education equal to the section to be controlled.

To be Chief of Section in the Administrative service, one must have an accounting diploma from a school recognized by the Government or 3 years of experience in administration.

Duties—The Chiefs of Section are under the direct supervision of the Directors of Services. They are the general inspectors for the school in their respective sections. With the collaboration of inspectors under their supervision, they control the operation of the establishments. They are responsible for executing the instructions of the Director of Services under whose supervision they work.

They are responsible within their respective sections for the execution of existing regulations and programs. They make inspections and control trips, they submit their reports to the Director of Services with their observations concerning the regularity and the efficiency of the directors, professors, teachers of the schools visited, and recommendations for promotion, transfers, retirement and replacement. They organize and supervise official examination of their respective section under the supervision of the Director General of National Education.

Other Personnel

The qualifications of employees below the level of chief of section are summarized as follows:—

1. *Inspector of secondary, vocational elementary (rural or urban) schools.*
 - (a) Five years experience in the type of school they will inspect.
 - (b) Service as a director (principal) of a school.
 - (c) Good moral standards.
2. *Professor of secondary school.*

The title of professor in the educational system applies to a teacher in a secondary school (Lycées or vocational schools).

To be appointed a professor of secondary education, a candidate must be graduated from a superior normal school or a college which prepares for teaching in the secondary schools.

For candidates who do not possess the above mentioned qualifications, appointment may be made on the basis of competitive examination.

tion. Only those possessing their *Certificat d'Etudes Secondaires Classiques* (first and second part) in "Sciences," or "Letters" will be admitted to the competitive examination.

3. *Professor in a vocational school.*

To be professor in a vocational school, one must have a diploma or a certificate from a special school for the preparation of teaching in the vocational schools or possess the following qualifications:—

- (a) Fulfill the academic studies equivalent at least to the second grade of a lycée or college.
- (b) Be a technician or a competent worker at the profession (trade) which they will be teaching.
- (c) Spend at least 6 months in teacher training at a special normal school or attend the special courses organized by the Department of National Education.

4. *Teacher and director of rural and urban elementary schools.*

Candidates for the position of primary, elementary or superior school teacher, urban or rural, who do not have a diploma from a recognized normal school will be appointed by competitive examination.

For admission to this examination, a candidate must have at least the equivalent of *brevet simple* for the primary and elementary urban and rural, and *brevet supérieur* for teaching in the superior primary.

To be director of rural or urban primary school, a candidate must have a diploma from the Normal School and five years experience as a teacher.

The regulations provide the following concerning the promotion and pay of teachers:—

Advancement takes place according to (1) Capacity, (2) professional qualifications, and (3) length of service.

Recommendations for promotion, increase in salary or change in assignment must have the approval of the Minister of Education, based on a report presented by the Director General of Education. The recommendation is to be accompanied by a statement enumerating for each employee who has been recommended, the name, the class and the amount proposed for raise, the date and the amount of the last raise, present salaries, the article of the budget under which the employee has been classified and precise reason for which the raise is being proposed. Such information will be presented on appropriate forms signed by the Chief of Section interested.

Increase in salary can only be given as a reward for satisfactory work and because of change in assignment.

Preference will be given to qualified employees of the Department of National Education in filling vacancies.

According to the Law of August 8, 1957, the Directors of Services, Chiefs of Section, Inspectors, Professors and Directors of Schools, and teachers as well as the budgetary employees of the Department of National Education are appointed by the

President of the Republic upon recommendation by the State Secretary of National Education (Minister of Education) based on a report by the Director General.

No provision for a standard salary schedule and promotion plan related to qualifications and experience is given in the General Regulations, nor any certification system establishing a roster of teachers and candidates for teaching positions or provision for appointment in accordance with prescribed qualifications.

Centralized Authority

Centralization of authority is reflected in the fact that the general regulations and laws relating to the administration of national education make no reference to local school boards or establishment of local school districts. The people of a community

Table 2.—Budget of expenses of Haitian Government for the first 3 months, fiscal year 1956-57¹

[All values in U.S. dollars at official rate of 5 Haitian gourdes per U.S. dollar]

Classification	Expenses 1956-57	Amounts available budgetary credits
Total.....	\$ 27,852,209.15	\$ 18,235,511.62
Public debts.....	3,631,587.20	3,631,587.20
International institutes.....	3,261,862.20	3,261,862.20
Tools and economical development.....	1,469,829.71	1,469,829.71
Total group I.....	8,363,279.11	8,363,279.11
Foreign department.....	1,071,841.74	267,960.44
Finances.....	1,209,583.49	302,395.87
National economy.....	284,238.40	71,059.60
Commerce.....	490,230.78	122,557.70
Presidency.....	267,888.00	66,972.00
Interior.....	6,596,369.03	1,649,092.26
Public health.....	3,027,715.37	756,928.85
Labor.....	174,280.00	54,370.00
Public works.....	1,426,495.40	356,623.85
Court.....	772,014.00	193,003.50
Agriculture.....	606,560.00	151,640.00
National education.....	3,330,791.00	832,697.75
Religious.....	230,922.83	57,730.69
Total group II.....	19,488,930.64	4,872,232.51

¹ Institut Haïtien de Statistique. *Bulletin Trimestriel de Statistique*, No. 24, Mars 1957. Port-au-Prince, Haïti. Adapted from table 51-1, p. 126.

may petition the Director General for various purposes and they frequently do. Generally speaking, however, there is no local level of citizen responsibility for their schools. The lack of local district organization, and the lack of district boundaries greatly affects the administration of individual schools because principals (directors) of individual schools have no definite area of jurisdiction. Parents may decide to send their children to any school of appropriate level, even though their choice may be more remote from their home. The people of a community have no direct financial responsibility for the support of their local school. Responsibility for its welfare, attendance of children, or the service of the school to the community are central rather than local responsibilities.

The relative position of the national budget for education with reference to other items of the total national budget may be estimated from table 2.

The trend of expenditures between rural and urban elementary schools for the 5-year period 1951 to 1955 inclusive is shown in table 3.

Table 3.—Expenditure, by type of school, 1951–55¹

[All values in U.S. dollars at official rate of 5 Haitian gourdes per U.S. dollar]

Year	Total	Presbyterial		Urban		Rural	
		Amount	Per-cent	Amount	Per-cent	Amount	Per-cent
1	2	3	4	5	6	7	8
1951.....	\$1,384,869	\$35,558	2	\$ 771,416	57	\$579,895	41
1952.....	1,696,570	34,764	2	959,643	57	702,163	41
1953.....	1,893,498	40,800	2	1,112,566	59	740,120	39
1954.....	2,078,618	36,000	2	1,226,374	59	816,244	39
1955.....	2,078,618	36,000	2	1,226,374	59	816,244	39

¹ Adapted from table 15 of an unpublished mimeographed document loaned the author by the Institut Haïtien de Statistique.

A Proposed Philosophy

The Ministry of Education has the responsibility for formulating or adapting a philosophy and plan of action. This basic

course of action necessarily is related to the economic, demographic, and political realities of the country. Such a proposed philosophy and the need for it are summarized in the 1949 United Nations report *Mission to Haiti*.

Education can play a major part in freeing the people of Haiti from want and fear. The importance of orienting education so that it may further the desired material progress of the nation has not been fully realized in the past, even in cultured circles in Haiti. The lack of a basic education code with its underlying political and educational philosophy makes it difficult to orient the teachers and to evaluate changes in the programmes . . .

There is no evidence of a critical review or survey in the last 25 years of the purposes, programmes and results of public education in Haiti. While there are certain advantages in a centralized school system, one of the most serious disadvantages is the tendency in the central offices to lose contact with the realities of the local problems in the rural areas, and to turn the supervisory personnel into controllers, rather than advisers and guides of local teachers and school boards . . .

The Government's task is to make the masses of the population more effective participating and producing members of society. This is a world-wide trend. For its advancement Haiti—no less than any other country in a comparable situation—needs the continuous stimulation of cultural impulses from the outside. It cannot afford not to utilize to the fullest extent any competent educators from among its nationals who have been trained abroad with Haitian or foreign scholarships. Whatever is good in other lands should be examined objectively for its value to the improvement of the organization of Haitian education and its efficient operation in urban and rural areas alike.²

² United Nations. *Mission to Haiti*. Report of the United Nations Mission of Technical Assistance to the Republic of Haiti. Lake Success, N.Y. July 1949, pp. 43, 50.

Chapter III

Teacher Training

AS OF 1954-55 there were in Haiti's elementary schools, both public and private, urban and rural, 4,182 teachers plus 574 teachers in Protestant mission schools. The distribution according to types of schools and the increase in number since 1950 are shown in table 4.

Some of the Facts

As shown in this table, there has been a trend toward the increasing employment of women teachers in the public schools. From 1951 to 1955 the number of men teachers increased by 210; the women teachers by 418. Women teachers thus accounted for 66 percent of the gain of 418 in the total number of teachers for this period.

This increase in women teachers is also evident in the percentage of women in the elementary public schools: 47.7 percent in 1942-43, 55.9 in 1952-53, and 58.3 in 1954-55.¹

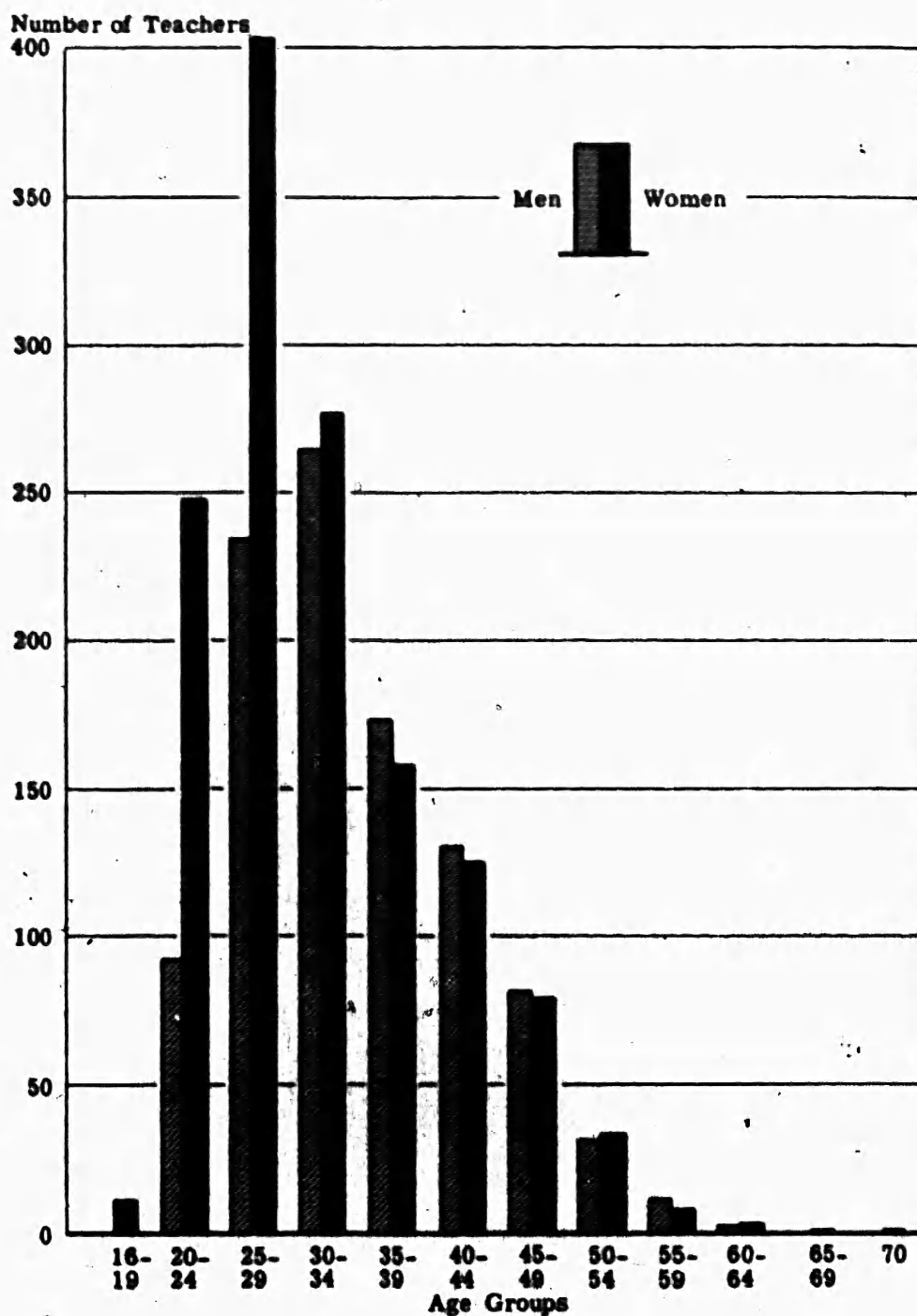
The following shows the division of the personnel between lay and clergy in the religious schools in 1954-55:

		Men	Women
Clergy	322	101	221
Lay	320	133	187
<i>Total</i>	<i>642</i>	<i>234</i>	<i>408</i>

The teachers from the clergy are, in general, French or Canadian; the lay teachers are Haitian.

¹ Institut Haitien de Statistique. *Bulletin Trimestriel de Statistique*, No. 22, Septembre 1954. Port-au-Prince, Haiti. Translated from p. 23.

Figure 4. — Distribution of teachers in public elementary schools by sex and age.¹



¹ Institut Haïtien de Statistique. *Bulletin Trimestriel de Statistique*, No. 22, Septembre, 1956. Port-au-Prince, Haïti. Adapted from Graphique III, p. 24.

As to age, Haitian teachers are in general a relatively young group as shown in figure 4. Considered as a whole, the largest group of men teachers fall in the age bracket 30 to 34 years; the women 25 to 29 years.² The average age of men teachers in urban schools is 35, in rural schools 36; the average age of women teachers for both urban and rural schools is 33.

An overview of the general education of Haitian teachers is provided by figure 5. This graph indicates that most Haitian teachers have not progressed in their basic general education beyond *Brevet Simple*, *Quatrième*, or approximately 8 years of elementary school. Those who have completed *Brevet Supérieur*, *Seconde* have 2 years beyond the 8-year elementary program. Those holding certificates *Rhétorique* and *Philosophie* have 6 and 7 years respectively of secondary school, roughly the equivalent of high school graduation in the United States, with emphasis on classical subjects and languages.

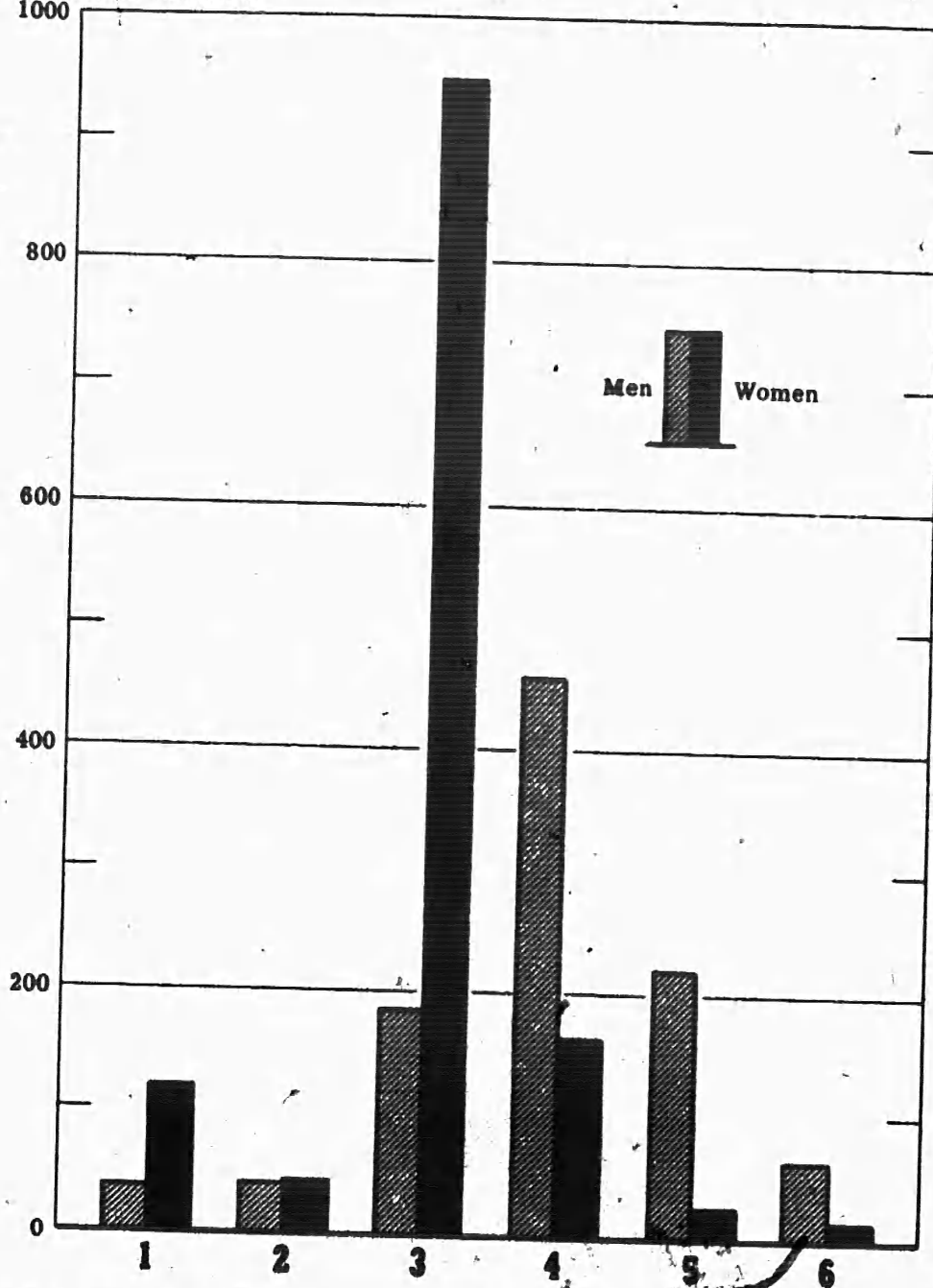
In 1954-55 there was a total of 2,576 teachers in urban and rural elementary schools. Of this number 767, nearly 30 percent, had received some professional training. That much of this professional training was for less than the maximum available is shown in the following tabulation³:

Level of professional training	Number of teachers
No training	1,809
Normal school—	
3 year	199
2 year	91
1 year	57
National School of Agriculture—Normal Training	44
Ecole Elie Dubois—Normal School	332
Summer school	39
Certificate of teaching aptitude	5
Total	2,576

Thus, only 3 out of every 10 elementary teachers have had any professional training, and most of these less than 3 years of training. The training, as shown by examining courses of study of normal training institutions, is largely classical, with the exception of that still offered at Elie Dubois and formerly offered by the Normal School of the National School of Agriculture.

² *Ibid.*, No. 22, September 1966, p. 22.

³ *Ibid.*, No. 22, September 1966, p. 22.

Figure 5. — Education of teachers in elementary schools.¹Number of Teachers
1000

1. Certificat d'études primaires

2. Sixième, cinquième, Chatard (École primaire supérieure d'Agriculture)

3. Brevet simple, quatrième

4. Troisième, brevet supérieur seconde

5. Rhétorique

6. Philosophie

¹ Institut Haïtien de Statistique. *Bulletin Trimestriel de Statistique*, No. 22, Septembre, 1956. Port-au-Prince, Haïti. Adapted from Graphique IV, p. 27.

Table 4.—Number of teachers in elementary schools in Haiti, by type of school, 1950-55¹

Year	Total	Public Schools			Private and parochial schools
		Total	Men	Women	
1950-51		2,270	998	1,272	
1951-52		2,335	1,048	1,287	
1952-53	3,478	2,638	1,162	1,476	840
1953-54	4,112	2,784			1,328
1954-55	² 4,182	2,898	1,208	1,690	² 1,284

¹ Institut Haïtien de Statistique. *Bulletin Trimestriel de Statistique*, No. 22, Septembre 1956. Port-au-Prince, Haïti. Adapted from table III-C, p. 39.

² This number does not include 574 teachers in Protestant mission schools.

Table 5.—Number and percentage distribution of urban and rural elementary school teachers according to professional training¹

Level of training	Total	Urban		Rural	
		Number	Percent	Number	Percent
1	2	3	4	5	6
Ecole Normale—					
3 year	199	178	89	21	11
2 year	91	91	100		
1 year	57	54	95	3	5
National School of Agriculture— Normal Training	44	21	48	23	52
Ecole Elie Dubois—					
4 year	146	116	79	30	21
3 year	147	138	94	9	6
2 year	24	22	92	2	8
1 year	15	12	80	3	20
Summer School	39	39	100		
Certificate of aptitude	5	5	100		
Total	767	676	88	91	12

¹ Institut Haïtien de Statistique. *Bulletin Trimestriel de Statistique*, No. 22, Septembre 1956. Port-au-prince, Haïti. Adapted from table VI, p. 33.

Available statistics do not show how many of those who attended summer school had also received other training. Certain individuals may have been counted more than once in the above numbers and the actual number of teachers with any degree of professional training may be smaller than the 767 total indicated. Many of these teachers had received less than the full professional course of the teacher-training institutions in which they had enrolled.

Roughly 90 percent of the trained teachers were in the urban schools leaving 10 percent of the "professionally" trained teachers to serve the children of the 90 percent rural population. (See table 5.)

That teaching does not become a career for many of the people who enter the profession is shown by the fact that the average length of service is about 8 years. This is explained in detail in the following translation:

NUMBER OF YEARS OF SERVICE OF TEACHERS⁴

It can be concluded from a consideration of the age of teachers and from the number of years of service that teaching is not a career. They quit teaching while they are still young and at a time when they have acquired a certain amount of experience * * *

For urban teaching, the average years of service are: Men: 8 years, women: 7 years, combined average: 8 years.

For lay teachers of parochial schools: Men: 7 years.

For rural teaching: Men: 9 years, women: 7 years, combined average: 8 years.

The above results confirm the conclusions of a survey undertaken by the Service of Hygiene Teaching in 1950-51. They had then found that the average years of service of teachers in rural teaching was 8 years and 8 months, and the rural teachers (women), 8 years.

The years of service varies with training ranging from 9 years for those holding diplomas for urban and rural teaching and 10 years for graduates of normal schools and Elie Dubois.

It is evident that conditions should be improved for graduates from Normal Schools and good teachers in general, in order to keep them in teaching careers and obtain better results.

The salaries of teachers are extremely low.⁵ The average monthly salaries [based on 5 Haitian gourdes per U.S. dollar] according to types of public elementary schools are—

⁴ *Ibid.*, No. 22, September 1956, p. 24-25.

⁵ *Ibid.*, No. 22, September 1956, p. 26.

	Men	Women	Both
Urban public schools.....	\$52.80	\$50.40	\$51.20
Teachers in church schools.....	47.60	47.60	47.60
Rural public schools.....	50.40	47.00	48.80
All teachers	50.80	49.00	49.80

Differences between urban and rural schools extend into the area of pay as well as in the qualifications for teachers. With 56 percent of all elementary teachers in the urban schools, only 36 percent are in the lowest salary bracket of \$40 per month, the legal minimum. (See table 6.) Conversely 64 percent of the lowest paid teachers are found among the 44 percent of all teachers who work in the rural schools. In the \$45 and \$65 wage brackets the distribution between urban and rural is identical, 56 percent urban and 44 percent rural. In the \$60 wage bracket the ratio is in favor of the rural teachers. In all the others, except in the isolated \$100 bracket, the distribution favors the urban teachers. It seems unlikely that this discrepancy in distribution of salaries is related to any difference in local economy of the urban and rural regions, since there are no local taxes levied for direct support of schools. All allotments are made by the central authority, the Ministry of Education.

Table 6.—Distribution by salary levels between urban and rural elementary schools¹

Salary	Total	Urban		Rural	
		Number	Percent	Number	Percent
1	2	3	4	5	6
Total	2,464	1,387	56	1,077	44
\$ 40.....	474	171	36	303	64
45.....	257	144	56	113	44
50.....	1,191	760	64	431	36
55.....	168	119	70	49	30
60.....	260	119	45	141	55
65.....	46	26	56	20	44
70.....	47	30	64	17	36
75.....	17	15	88	2	12
80.....	1	1	100		
85.....	1	1	100		
90.....	1	1	100		
100.....	1			1	100

¹ Institut Haïtien de Statistique, *Bulletin Trimestriel de Statistique*, No. 22, September 1966. Port-au-Prince, Haiti. Adapted from table VIII, p. 36.

² All values at official rate of 5 gourdes per U.S. dollar.

Improvement is reported in teachers' salaries during the past 10 years, but the increase has been in part offset by the decrease in the purchasing power of the gourde.

That there is some increment in salary according to the number of years of service⁶ is shown by the average monthly salaries of elementary teachers, urban and rural:—

<i>Years of service</i>	<i>Urban schools</i>	<i>Rural schools</i>
Less than 5	\$45.60	\$41.80
5 to 9	51.40	50.40
10 to 14	53.40	53.80
15 to 19	56.80	55.00
20 to 24	57.40	57.20
25 to 29	63.00	60.00
30 to 34	62.60	
Over 35		
Unknown	54.40	49.60

There is a nominal increase in salary according to training. Although available data do not afford significant statistics, the following tabulation does indicate a trend:⁷

<i>Training of women teachers</i>	<i>Average monthly salary</i>
In all types of public schools	\$49.00
With 3-year training at Elie Dubois	49.40
With 4-year training at Elie Dubois	52.80
With a diploma from Ecole Normale	54.20

During the school year 1955-56, 520 private and 357 public secondary school teachers were reported.⁸ Statistics for this group are generally meager, since no special study has been made of secondary teachers comparable to studies of elementary teachers made by the *Haitien Institut de Statistique*. Obviously, there is no division of secondary teachers according to urban and rural, since secondary schools are located only in cities. Secondary school teachers are usually men. No data were available concerning the age classifications of the group.

The qualifications required for employment as a secondary school teacher have already been described in chapter 2.

The preference of many Haitian parents for the private secondary schools rather than the public secondary schools suggests

⁶ Institut Haitien de Statistique. *Bulletin Trimestriel de Statistique*. No. 22, Septembre 1956. Port-au-Prince, Haiti. Adapted from tabulation p. 87.

⁷ *Ibid.*, p. 82.

⁸ *Ibid.*, No. 23, December 1956, from table 91-1, p. 155.

that many private schools may be staffed with better qualified teachers than are the public schools. Moreover, many teachers in the public schools also teach part time in the private schools.

Salaries for secondary school teachers are substantially higher than salaries of elementary teachers. The average annual salary of 327 professors was found to be \$70.40 with a range of salary from \$55 to \$77. This is \$19.20 per month more than the average salary of urban elementary teachers. The lowest salary reported for a secondary school professor exceeds the average for urban elementary teachers. Secondary school salaries reported in 1957 are given in table 7.

Table 7.—Average monthly salaries for various classes of public secondary school employees, 1957¹

Class of employee	Range in salary ²	Number of positions	Average salary
Director.....	\$45 to 90.....	14	\$62.85
Proctor (Censeur).....	40 to 70.....	12	46.66
General superintendent.....	50 to 80.....	9	60.00
Superintendent.....	50 to 65.....	3	58.60
Professors.....	55 to 77.....	327	70.40
Assistant professors.....	41 to 60.....	44	52.30
Professors of religious instruction.....	40 to 60.....	2	55.00
Stenographers.....	40 to 50.....	7	44.30
Clerk.....	None.....	1	45.00
Nurse.....	45 to 55.....	2	50.00
Janitors-domestics.....	None.....	28	21.00

¹ Compiled from unpublished list furnished by Assistant Director General of Secondary Schools, August 14, 1957.

² To the nearest U.S. dollar, all values at official rate of 5 gourdes per U.S. dollar.

There is no special provision for higher salaries for better trained staff members, no provision for automatic pay increases according to years of service.

This tabulation based on what is paid is not an accurate representation of the total earned. Many professors in the public secondary schools hold additional teaching positions in the private secondary schools or do other part-time work. Earnings from supplementary positions are in a few instances relatively substantial. Since many education positions do not pay living wages, it is often necessary for teachers to supplement their income by such part-time employment.

At age 55 and upon completion of 25 years of service a teacher may retire at a retirement pay equal to the salary of the last

position he held before retirement, but not exceeding \$80 per month. The maximum is \$100 per month for inspectors.

It is recognized that Haiti is not at present equipped to train additional teachers needed for her thousands of children who are out of school, and for the illiterate adults. It is also recognized that she is equally unequipped to improve adequately the qualifications of the existing corps of teachers.

In addition to the teacher-training institutions, the Catholic education program in Haiti includes teacher-training facilities for training brothers and nuns as teachers. Prior to 1940 all the teachers in the Catholic schools who were members of Catholic religious orders were trained abroad, mostly in France, Canada, and Belgium. Since World War II most of the sisters are trained in Haiti in their respective congregations. Among these are the Sisters of Saint Joseph de Cluny, l'Ecole de Notre Dame du Perpetuel Secours at Bel Air, and the Filles de la Sagesse at Pensionnat Notre Dame du Sacre Coeur, and at the Novitiate of St. Louis du Nord.

Teaching brothers are trained by the Freres de l'Instruction Chretienne de Ploermel, an impressive institution near Petionville; and a second institution for training brothers, the Juvenat Notre Dame de Perpetuel Secours is operated by the Freres du Sacre Coeur near Carrefour, a suburb of Port-au-Prince.

The primary concern of these institutions is teacher training. However, they do train nuns and brothers in other fields. On the other hand, many other Catholic schools train some teachers, even though teacher training is not their major objective.

Protestant churches and mission organizations are also training teachers as rapidly as possible to staff their schools.

Teacher Training Institutions

The major teacher training institutions are located in Port-au-Prince, except the Rural Normal School (*Ecole Normale Rurale*), which is located on the campus of the National School of Agriculture at Damien, a suburb about 7 miles from Port-au-Prince.

Superior Normal School

The Cours Normal Supérieur which opened officially in 1944 may have been an outgrowth of the English-teaching program

operated by the United States Office of Education at the request of the Haitian Government between 1943 and 1945.⁹ The establishment of the Cours Normal Supérieur (which later became the present Ecole Normale Supérieure) realized recommendations made as early as 1848 and repeated in 1860 by Haitian legislators; and by the United States Commission in 1931.

The beginning and purpose of the Ecole Normale Supérieure as described by its Director are stated as follows:—

Created by a Decree Law of May 4, 1939, the Superior Normal School did not immediately open because World War II made it impossible to get teachers from France. It became so urgent for Haitian teachers of secondary schools to secure special training that during the school year 1943-1944, courses were instituted for candidates for secondary teaching at the Superior Normal School. These courses were to last an academic year and would be open to students who had their certificate for *Fin d'Etudes Secondaires Classiques* (Part 2). Early in 1946 students registered in the Superior Normal Course, received teaching from professors of the French Institute in accordance with a cultural agreement of September 24, 1945, between France and Haiti * * *¹⁰

This Superior Normal Course, by a Law of July 28, 1947, became the Superior Normal School within the framework of the University of Haiti created for the purpose of "training and recruitment of professors for secondary and superior teaching of letters and sciences."

Admission requirements, scholarships and agreement to teach in public secondary schools following training are described as follows:

The students are recruited by a competitive examination for young people of both sexes who possess a *Certificate de fin d'Etudes Secondaires Classiques* (Part 2) and are not more than 30 years old. The examination usually takes place in October. A limited number of scholarships are granted to the winners of this competitive examination who agree to teach for 5 years in Haitian Public Schools after completing their studies.

The course at the Superior Normal School is for three years. The first year is preparatory. It serves as transition between secondary and superior school. The second year prepares for various certificates of superior studies, and the third year for certificates for aptitude in secondary teaching. This last year provides a required practice teaching in one of the Port-au-Prince lycées, under the supervision of a professor.

⁹ Cook, Mercer. *Education in Haiti*. U.S. Office of Education Bulletin 1948, No. 1. Washington, D.C., p. 45.

¹⁰ Université d'Haiti; Bulletin No. 1, Imprimerie de l'Etat, Port-au-Prince, Haiti. Vol. 1, June 1950, p. 115.

In the legislator's mind the purpose of the Normal Superior School was not limited to the professional training of future teachers for secondary schools. As a cultural center it was open to all young people anxious and willing to augment their knowledge. The school also fulfils the role of a *Letters' College*. At this level, it receives students who, without applying for a certificate of aptitude in secondary teaching, want to continue their studies in one of the subject matters taught. A certificate of Superior Studies (in French, literature, Spanish, history, etc.) is delivered to any one who follows the course during 2 years and succeeds at the different examinations. The diploma of the Normal Superior School can be delivered to young people who do not want to get into secondary teaching, as long as they satisfy the interior regulations of the school and succeed at the tests and courses.¹¹

The director holds the degree of a Licentiate in Law from the University of Haiti and a Licentiate of Letters (Classical Languages) of the *Faculté des Lettrés de Paris*.

The professional staff includes 26 members. The minimum academic requirement for employment as a member of the staff is to hold a licence in science and letters from the University of Haiti.

In addition to Haitian staff members, the *Institut Français* assigns three of its staff members to the *Ecole Normale Supérieure*. The Haitian American Institute assigns a highly qualified linguist to this staff part time.

The program of the school is primarily classical and scientific in nature with a minimum of emphasis on pedagogy. (See appendix A for program of studies.) This is doubtless in accord with the purpose of the school of preparing teachers for the public *lycées*, since the courses in the latter institutions emphasize the classical and scientific. During their last year at the school, students train in a practice situation in one of the *lycées* of Port-au-Prince under the direction of the professors in charge.

The school has a library of 2,000 volumes which operates as a lending library since the students are permitted to take books to their dormitory. The students also have access to the National Library and to the library of the *Institut Français*.

The school operates as a boarding school. The budget of the university provides 30 scholarships at \$20 per month for 10 months each year. Holders of these scholarships reside at the school which provides dormitory and refectory services.

¹¹ *Ibid.*, p. 115, 116, 117.

The school is housed in an old but well-maintained three-story residence located on Rue Christophe. This building affords facilities for three class rooms, office, and a library. Equipment consists for the most part of tables, armchairs and teachers' desks. There is a small supply of maps and charts but no adequate provision for visual or other modern aids to teaching.

This institution is financed entirely by the University of Haiti. The budget for the fiscal year 1956-57 totaled \$41,676.¹²

The teacher-training institution operated by the Haitian Government through the General Administration of National Education but not as a part of the University is under a supervisor who is directly responsible to the General Administration. This supervisor had basic training in l'Ecole Normale d'Institutrices in Port-au-Prince, followed by additional study in France.

Urban Normal School for Men

The Ecole Normale Urban for Men has a history of interruptions in its service. It was authorized by law in 1913, but did not actually "come into being" until 1932. It was closed for a brief period but reopened in 1935 and continued in operation until 1941. Then it was again closed—not to be reopened until 1947. Since then it has been in operation without interruption. The single purpose of this institution is to train young men to teach in urban elementary schools.

The Director is administratively responsible to the Supervisor of Normal and Urban Schools. The Supervisor in turn is responsible to the Assistant Director General for Elementary and Urban Normal Education; the Assistant Director reports directly to the Director General of National Education.

The present director has served a total of 7 years with a leave of absence for 2 years during which he obtained his master's degree in education from a university in the United States. All of the regular staff members are graduates of normal schools in Haiti. The majority of the staff have studied at various universities in the United States, France, England, Switzerland, or Mexico. A physician teaches first aid and school hygiene. A priest teaches courses in religion and moral philosophy. Unlike the Superior Normal School of the University, this school receives

¹² Imprimerie de l'Etat, *Le Moniteur*, Journal Officiel de la République d'Haiti. Numéro extraordinaire. Budget Général pour l'année fiscale 1956-57. Port-au-Prince, 1957.

no teaching service from the Institut Francais or the Haitian American Institute. Most of the staff members have been in their present positions for 5 years or more.

The average salary for teaching staff is approximately \$61 per month for 6 to 8 hours service per week. Many of the teachers hold additional part-time positions, some receiving combined salaries of as much as \$210 per month.

The school is operated as a boarding school with an enrollment of around 40. The Government of Haiti provides a subsidy of \$28 per month per student for food and lodging. Housekeeping service is provided so the students take no responsibility for maintenance of their quarters, food preparation, or other institutional details.

For admission an applicant must have the *troisième secondaire* roughly equivalent of tenth grade in an American high school. Joint entrance examinations are held with the Urban Normal School for Women each September. Admission is by rank order of grades in this examination. The number of admissions is based on the number of vacancies in the school resulting from graduation, failure, or dropout. The school graduates from 12 to 15 students per year.

The program of studies extends over a 3-year period. The school year is 10 months long from October to July inclusive.

The classroom instruction is supplemented by practice teaching, principally during the third year. The students teach classes under the joint direction of their teachers and the teacher in the practice school. Ten hours in practice teaching are required in each subject matter field, e.g., mathematics, social studies, or French.

Practice teaching opportunities are provided by a practice school enrolling 250 boys. It is operated as a part of the normal school. However, the practice school teachers are employed separately from the normal school staff; the entire practice school budget is separate from the normal school budget.

Graduation upon completion of the course and satisfactorily passing the examinations, leads to a *Diplôme de Fin d'Etudes Normales* issued by the Ministry of Education. This diploma constitutes a license to teach in any elementary school in Haiti.

Some of the graduates find teaching positions in towns in the Provinces. Most of them are employed in urban elementary schools throughout the Republic. There is some unemployment of graduates because many teaching positions are filled by ap-

pointment of untrained people; there is no guarantee of employment preference for graduates of the normal schools.

There is a library of approximately 600 titles, mostly French, but with a few English and Spanish titles dealing for the most part with educational subjects. A student serves as librarian. Books may be loaned for use on the school premises. Because of the location of the school, access to the National library is difficult, as is access to other libraries.

The school is housed in an old French home located in a residential area of Port-au-Prince. Three classrooms, one for each year, are provided. The second floor serves as a dormitory, the large porches as a refectory. Offices, library, and quarters for a dormitory supervisor are also provided, as well as servants' quarters. Sheds located in the rather spacious yard house the seven class rooms of the practice school. The buildings belong to the Government of Haiti.

Urban Normal School for Women

This school, like the Normal School for Men, has a history of many changes of administrations, of repeatedly being closed and reopened since its founding in 1914. From its opening until 1943 it was under the direction of a French woman. Reorganized in 1944, it was briefly in charge of a committee from the Rural and Urban Division of the General Administration of National Education, then in charge of an American directress until 1945 when a Haitian directress was appointed.

The administrative relationship of the directress to the Supervisor of Normal and Urban schools, to the National Department of Education and the Ministry are the same as those for the Director of the Normal School for Men. This school has the single purpose of training young women to teach in the urban elementary schools.

The directress was graduated from this school the first year of its existence. Later, she studied in France at Centre International d'Etudes Pédagogiques de Secres, and observed in a number of French normal schools.

Of the 19 present staff members, at least 8 have studied abroad in one or more schools. Universities and other higher institutions where they have studied include a superior normal school in Chile, University of Puerto Rico; University of Geneva, Switzerland; University of Paris, the Sorbonne, France; University of Notting-

ham, England; Pennsylvania State College and West Virginia State College in the United States. One staff member holds a doctorate in psychology from the University of Montreal.

The average salary of the professional staff, like that of the Normal School for Men, is \$61 per month. It appears that the practice of holding two or more jobs is less common among the staff members of the women's normal school than among the staff members of the men's normal school.

This school operates as a combined boarding and day school with an enrollment of 26 boarding and 33 day students. The Government of Haiti allows \$20 per month per student for subsistence of boarding students. All salaries of instruction and other personnel are paid by the National Department of Education. The school term is for 10 months, boarding students returning to their homes during August and September.

Admission requirements are the same as for the Normal School for Men. As many as 100 applicants often take the admission examinations, but admissions are limited to the number of vacancies resulting from graduation and dropout. The average age of students is 18.

The program of studies extends over 3 years and is essentially the same as for the men's Normal School. The program includes folk dancing taught by the directress of the Haitian Institute of Folkloric and Classic Dancing.

Class instruction in the Normal School for Women is not as well supplemented by practice teaching as the Normal School for Men. There is no practice school on the premises. Instead, the girls receive a limited amount of practice teaching in one of the public elementary schools in Port-au-Prince during their third year of training. The teachers who supervise this practice teaching are not members of the normal school staff, and supervision of the practice teaching is limited.

Satisfactory completion of course work and passing the final examination leads to the same type of certificate awarded in the Normal School for Men. About 15 women are graduated each year. They find employment almost exclusively in the elementary schools of the cities.

The physical plant, an 18th century mansion characterized by elaborate ceiling decorations and wood paneled walls, provides three classrooms, one for each class, a library office and a dormitory, refectory, and kitchen. There are approximately 1,000 volumes in the library. Quarters for a resident matron and servants quarters are also provided. The students have little if any

responsibility for the maintenance of their own quarters. The building is rented by the Department of Education.

Elie Dubois, Vocational School

Although technically a vocational school, the contribution of l'Ecole Elie Dubois to teacher education and the number of its graduates who are teaching justifies its consideration with the normal schools. Founded in 1913, the school was named after Elie Dubois, a former minister of education who was distinguished for his interest in vocational education. L'Ecole Elie Dubois has been devoted to better education for women in Haiti.

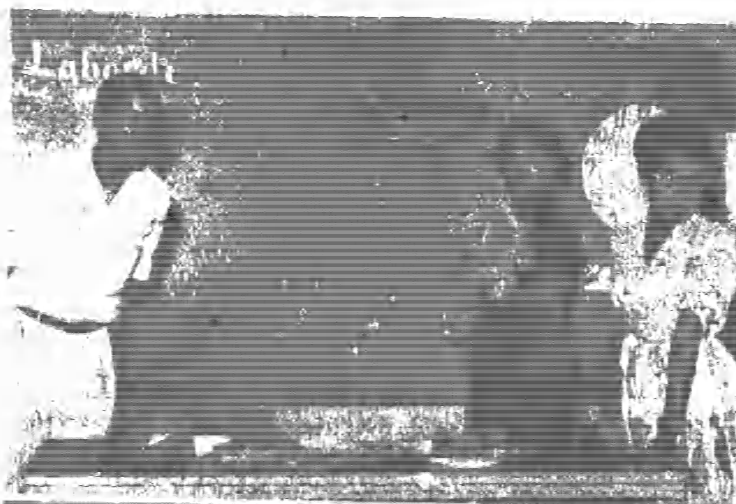
Since its beginning the school has been operated by sisters of the Order of Fille de Marie de Paridaens of Belgium. At present, eight Belgian sisters of this order, together with several Haitian sisters, constitute the staff of the school. One of the Belgian sisters is a nurse. All of the Belgian sisters have special training equal to that required in Belgium for teaching in their respective fields. Some have special diplomas in such specialized fields as patternmaking and nutrition. The Haitian sisters have received their basic training at l'Ecole Elie Dubois, although two of them have gone to Belgium for special training in pedagogy and methodology of teaching.

The school provides complete training for girls in the field of home economics and for those who take the 3- and 4-year course as additional training for teachers. The school operates as a combined day and boarding school with a total enrollment of 150. Thirty resident girls are supported by subsidies of \$20 per month from the Government of Haiti; as are the students at the normal schools and other institutions. The nonboarding students live in their homes in Port-au-Prince.

A distinguishing feature of the school is that the resident girls perform a large part of the work of maintaining their dormitories, work in the refectory, care for their own clothing, and perform related services, thus securing practical experience as well as receiving theoretical training and in part defraying the cost of their living. This is in contrast to the two normal schools where servants are employed to perform these duties.

For admission, a girl must have either *brevet simple* or a *brevet supérieur*, representing respectively 9 and 11 years of schooling.

The program of the school includes cooking and sewing, home management, child care (with practical work at the nearby Gen-



At community demonstration school in Leogay, home economics technician (center) participating in inservice training activities for young teachers.



A large classroom building at national vocational school.



Demonstration at CHATEAU d'Arde Normal School, in the making of cement blocks for school construction.



A machine shop at a school which is under construction.

NOTE.—Photographs through courtesy U.S. Operations Mission to Haiti.



Amy at Maternity of
Poissy



Magdalen, vocational
of the Salesian Fathers



A graduate of the University of Haiti College of Pharmacy
at work in a Port-au-Prince pharmacy



Reading room of the Bibliotheque Nationale, Port-au-Prince

eral Hospital), baking, clothing care and maintenance, pattern-making, and tailoring. Many girls become proficient in making elaborate and beautiful needlework.

Those who desire to become home economics teachers receive professional training in pedagogy and methodology of teaching, with practice teaching at an elementary school specializing in elementary home economics. Stenography and typing are also taught. Religious instruction is an integral part of the program.

Many of the graduates who have finished only 3 years of the 4-year course find employment in dressmaking shops or establish their own shops. Most of the graduates find employment as home economics teachers in the public schools, or in the home economics centers for adults operated under the adult education program. At the end of 3 years graduates receive a general diploma, at the end of 4 years a teacher's diploma.

The school is supported in general by the National Department of Education. Teachers' salaries are paid by this Department which also buys supplies and equipment. Money from the sale of needlework done at the school is spent for the benefit of the school.

The main building, constructed in 1930, provides six academic classrooms, a chapel, home economics laboratories for foods and clothing, laundry, office, refectory, and a kitchen. The second floor is a dormitory. There is also a residence for the sisters, quarters for nonprofessional staff, and an infirmary. The entire school plant, located in downtown Port-au-Prince, is surrounded by a high wall forming a compound with flower bordered walks and shaded by old trees. The school has a library of about 1,000 volumes.

These buildings belong to the National Department of Education, and the Department is responsible for their maintenance. The equipment is old and worn, but seemingly well cared for. The establishment reflects industry, frugality, and seriousness of purpose, all of which are much needed ingredients in the program of education.

Rural Normal School

The urban schools of Haiti have much more provision for training teachers than the rural schools. Although the Superior Normal School trains teachers for the *lycées* which are located only in the cities and the two normal schools train teachers for urban elementary schools, little or no continuous and effective effort

seems to have been made to train teachers for the rural elementary schools. This is noteworthy in view of the fact that 90 percent of Haiti's people live outside the cities.

Of the various rural teacher-training attempts made between 1913 and 1946 probably the most effective was the Section Normale de l'Ecole Pratique d'Agriculture. But this school was closed in 1946. No training, specifically for rural elementary teachers was provided until 1954 when Ecole Normale Rurale was opened as a technical assistance project under provision of the technical assistance agreement between United States and Haiti negotiated in 1951.

Established by Haitian law September 24, 1954 to train teachers for rural elementary schools, it began to function at the beginning of the 1954-55 school year. It is a joint operation of the Government of Haiti and the International Cooperative Administration of the United States, represented in Haiti by the United States Operations Mission to Haiti.

The subsidiary organization of this Mission specifically concerned with education is the *Service Coopératif Haitiano Américain d'Education Rurale*, known as SCHAER.

This school is operated under the joint direction of an American technician, a specialist in teacher training and administration, and his Haitian counterpart officer. The latter, in addition to extensive teacher training in Haiti, has had a full academic year of intensive training in education in an American university, as a beneficiary of an American training grant.

The staff of the school consists of 12 full-time and 8 part-time teachers. Of this group five have had training only in Haiti. Those training outside of Haiti include three who have had not less than 1 year each at the Pan American Normal School in Rubio, Venezuela; one at UNESCO Fundamental Education Center at Patzcuaro, Mexico; four in United States. Two others have had training abroad. Several of the staff members have received training at the Section Normale de l'Ecole Pratique before it was closed in 1946. A physician is employed part time to teach hygiene and sanitation.

The staff are employees of SCHAER, but their salaries are paid from joint funds contributed equally by the Government of Haiti and the United States. The average salary for a full-time instructor is \$161 per month. This is adjusted according to time spent for part-time staff members.

Admission requirements at the opening of the school were quite flexible to permit enrollment and immediate training of a selected

group of teachers who were already employed as rural teachers. In 1957 at the end of the first 3-year cycle of operation of the school the admission requirements were established to include:

1. Certificate of *brevet élémentaire* (for girls) and at least *quatrième* or *troisième* (for boys).
2. For students recruited directly from rural areas at least *certificat d'études primaires*.

All applicants are required to take an admission-examination; admission is based on rank order of grades received in this examination. The average age of the students is approximately 20 years. Unlike most other Haitian teacher-training institutions, the Rural Normal School is coeducational.

The current total enrollment is 91; 18 girls and 73 boys. The school is operated as a boarding school with the \$20 per month per student subsistence allowance being paid by the National Department of Education directly to the director of the school, who in turn operates the necessary dormitories, refectory, and kitchens for the students. All students enrolled live at the school. Like the students in the Normal School for Men and the Normal School for Women, the students at the Rural Normal School have no responsibility for the maintenance and care of their personal quarters. An effort is being made to get students to assume some degree of responsibility.

The program of studies was developed cooperatively by a committee of Haitian educators working with American technicians and with the collaboration of an education expert representing UNESCO. The program requires 4 years for completion of the course work, followed by a 3-year probationary teaching period in Haitian rural schools. During the probationary teaching period the teacher is required to attend not less than three summer school sessions for teachers.

Beginning in the third year, 5 hours of practice teaching are required per week. This teaching is done under the supervision of the professors of methodology and pedagogy and the teacher of the practice school. An elementary school, enrolling both boys and girls, is operated on the campus of the school where student teachers carry on their practice teaching work. This practice school, unlike many Haitian rural schools, is operated as a coeducational community school, to encourage the concept of coeducation by giving prospective teachers experience with mixed groups of boys and girls.

Upon satisfactory completion of the course work, the proba-

tionary period and the summer schools, a diploma of normal training is granted.

Since its beginning in 1954, 75 students have been graduated from the Rural Normal School; including 41 men who were already teachers and not required to take the entire course; 11 women who were also previously teachers and 23 young men who were admitted by examination. The Division of Rural Education of the National Department of Education has employed all but a very few of the graduates; including all of the girls. The appointments have been to rural schools. Graduates are given preference for appointment to rural school vacancies. As many as possible have been employed in the community demonstration schools operated by SCHAER as a part of its technical assistance program in rural education. (See chapter X).

The physical plant of the school provides two classrooms for students, three classrooms for practice teaching, an industrial arts training center, two dormitories, a cafeteria, and a residence for the director. The buildings are modest, having been built in part by volunteer labor offered by parents of the children attending the practice school. With the exception of one dormitory, the buildings have been built under SCHAER direction, jointly financed by Haitian and American Governments.

Equipment in the Rural Normal School and the practice school is superior to equipment in many normal schools, particularly instructional material and supplies. Normal school students and children in the practice school have text books, reference works, maps, globes, charts, magazines, and other material. There is a library of about 1,200 volumes, including many French titles dealing with methodology and pedagogy. The staff also have the use of a small professional library maintained by SCHAER. The industrial arts teaching-training center has an assortment of handtools, a forge, and ceramic kiln.

The Rural Normal School, operating on a demonstration basis, is expected to make a significant contribution to teacher education in Haiti. The task remains of improving general conditions in the rural schools to a point where improved teaching methods can be applied.

The urgent need for rural teacher training in Haiti has prompted the Government of Haiti and the United States technical assistance field party in rural education, working through SCHAER, to develop a program of summer schools for the in-service training of teachers and supervision. Summer sessions of 6 weeks were made available to all rural teachers and district

inspectors during the summer of 1955. Combined attendance exceeded 1,000. The sessions were held at easily accessible points, one in each Department of the Republic. Because of low salaries and dependence of teachers on summer employment, it was necessary to provide travel and subsistence for those attending. The program included lectures, discussions, demonstrations, and field trips related to improved school management and teaching methods, to the development of simple "homemade" teaching materials to supplement the supplies furnished by the Department of National Education. The Haitian Department of Public Health in cooperation with a United States technical assistance team provided free physical examinations and X-rays and the services of a mobile clinic for each of these summer sessions.

Chapter IV

Elementary Education

HOW TO PROVIDE educational facilities for the 5- to 14-year age group is probably the major educational problem in Haiti. Although the number of children in school more than doubled between 1941 and 1955, there are still approximately 600,000 children reportedly out of school. Figure 6 shows the total enrollment in all public schools.

This large number of children out of school is far from being in accord with the wishes and intent of the Republic. The Constitution of 1950 established certain general principles relative to education in Haiti as follows:

Article 22.—The freedom of teaching is provided according to Law under control and supervision of the State which has to be interested in the moral and civic formation of the youth.

Public education is a responsibility of the State and the communes.

Elementary education is free to all levels.

Technical and professional teaching must be generalized

Access to superior studies must be open equally to everyone in accordance to their abilities.

These same principles had been asserted in earlier constitutions.

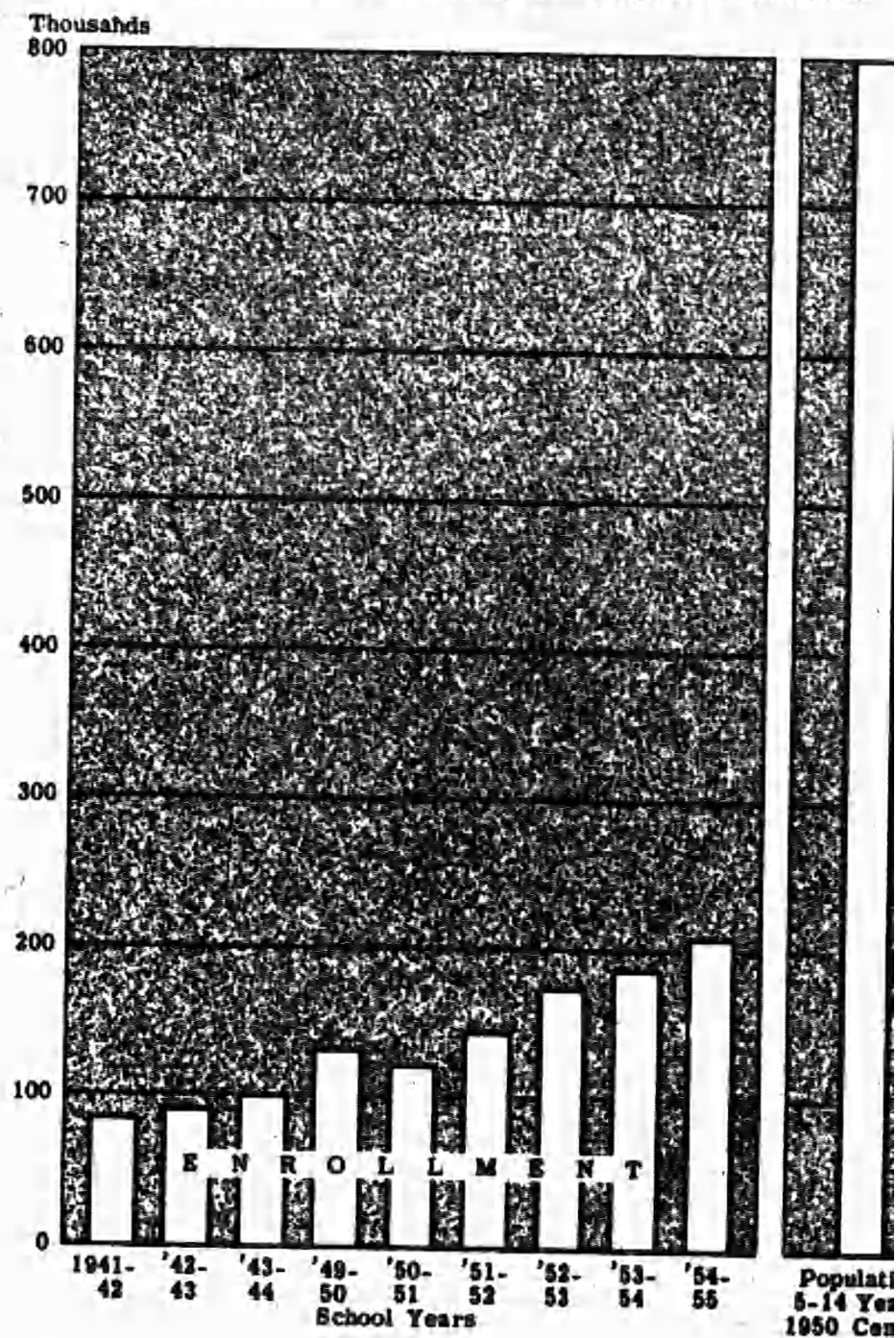
Compulsory Education

Haiti's story of compulsory education is told briefly in the following excerpt from an unpublished document made available to the author by the Director General of National Education:

The period of compulsory education for children from 7 to 14 years extends only over the time of elementary education. Secondary education is free but not compulsory.

The principal legal dispositions concerning compulsory education go back to the years 1842, 1853, 1912, 1923, 1938.

Figure 6. — Enrollment in all public schools, 1941-42 to 1954-55 and population 5 to 14 years, according to 1950 census.¹



¹ Institut Haïtien de Statistique. *Bulletin Trimestriel de Statistique*, No. 28, Décembre 1954, Port-au-Prince, Haïti. Adapted from Graphique I, p. 15.

55;

Among the measures taken to apply laws of compulsory education the following can be named:

Free Education at all levels.

Control of attendance in cities by School Inspectors, in rural areas by the Chief of Section or by a citizen charged with responsibility of sending a report to the Inspector of District.

The principals of the schools are obliged to keep a record of attendance and send a copy to the Bureau of Statistiques of the Department of National Education.

In the control of attendance by school inspectors, the following sanctions can be taken:

Against the parent; reprimand, fine and imprisonment in case of recidivism.

Against the children; sent to court, in case of recidivism sent as boarders to a house of reeducation.

Against the directors; reprimands, suppression of salary for 3 months, revocation in case of recidivism.

Against the inspectors; censure by the department in charge in the official newspaper, revocation in case of recidivism.

No article of the Law mentions the cases where the children can be exempted from school. Certain causes regarded as legitimate are sometimes taken into consideration or invoked in favor of the guilty. These are: sickness of the child or of a member of the family, lack of shoes, clothing, accidents incurred by difficulty of communications, poverty recognized and verified of the parents.

In localities where the people in charge maintained the application of the law it has been stated that the percentage of children out of school has decreased.

It must also be stated that during these past 5 years, the utility of education has become so obvious that there are no longer enough schools.

Our economic situation is an obstacle for carrying out compulsory education.

In spite of the great number of schools built, the State has not yet dotted the country with enough schools, especially in far rural places in the mountains. In 5 years the population has increased 29 percent. The economic evolution not being proportional to the demographic evolution, in spite of the many schools built, we face, during these past 6 years a lack of schools for all the children of our cities, as well as of our rural areas.

Rural Schools

Even though rural and urban elementary schools have in common the same constitutional and legal principles, they differ widely in various respects.

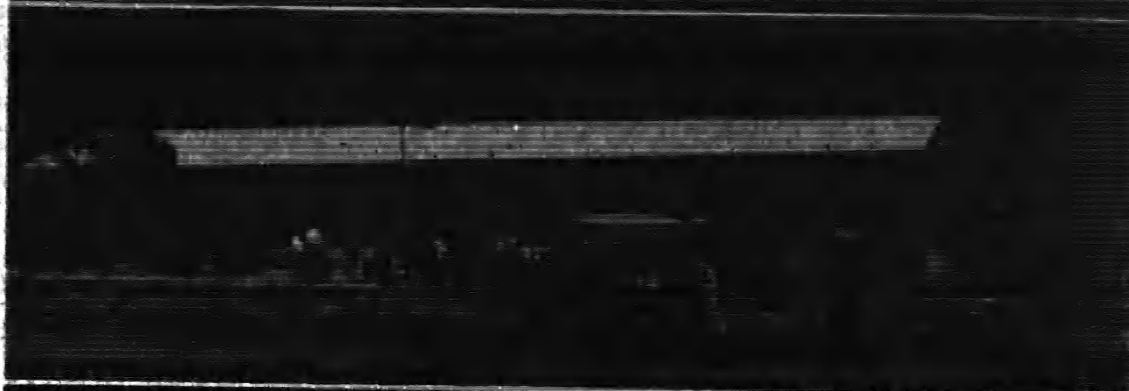
The rural schools are administered by an Assistant Director General of Rural Education. He is responsible to the Director

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A. Haitian rural elementary school.



Improved type of elementary school built in collaboration with technical assistance teams.



Outdoor classroom in rural school near Dondon. In Haiti's climate it is possible to use outdoor classrooms to relieve congestion in inadequate buildings.

General of Education who in turn is responsible to the Minister of Education. As a staff for the Assistant Director General of Rural Education the Budget for 1956-57 provided for the following positions: Inspector General, Inspector of School Materials, Inspector of Agriculture, Inspector of Social Work, Inspector of Manual Education, and Inspector of Home Economics.

In addition there are 34 regional inspectors. Qualifications and duties of these officers are given in detail in chapter II.

Enrollments

Rural school enrollments increased sharply during the 6-year period from 1951 to 1956 inclusive as shown in table 8.

Table 8.—Rural schools, enrollment and average daily attendance, 1951-56¹

Year	Enrollment	Average daily attendance	
		Total	Percent of enrollment
1951	61,565	44,788	73
1952	76,190	57,358	75
1953	93,219	71,184	76
1954	97,190	74,751	77
1955	91,961	68,885	75
1956	96,262	73,369	76

¹ Institut Haïtien de Statistique. *Bulletin Trimestriel de Statistique*. Data compiled from various issues.

Although complete data were not available on the relative enrollment of boys and girls, the available data indicate that more than twice as many boys as girls enrolled in rural schools.

The average attendance figures in table 8 indicate that only about 3 out of 4 rural children enrolled are in daily attendance. Observation in rural areas reveals that the existing schools often seem poorly located with reference to the population they serve. There are no local school districts, few parents' organizations; and enforcement of compulsory education laws is difficult. Such conditions favor nonattendance. Review of local attendance records show that many children continue in enrollment and at the same

time do not attend a sufficient number of days during the school year to make appreciable progress.

If it could be assumed that all children enrolled in rural schools were divided equally among the available teachers, no teacher would have less than the number enrolled at any time during the period reported. (See table 9.) It is evident that many teachers for the lower grades have over 100 children enrolled, while teachers in upper grades, where dropouts are large, may have as few as 20.

Table 9.—Rural elementary schools, average enrollment per teacher, 1951–56

Year	Enrollment	Number of teachers	Enrollment per teacher
1951	61,565	964	63
1952	76,190	1,078	70
1953	93,219	1,517	61
1954	97,190	1,535	63
1955	91,961	1,504	61
1956	96,262	1,541	62

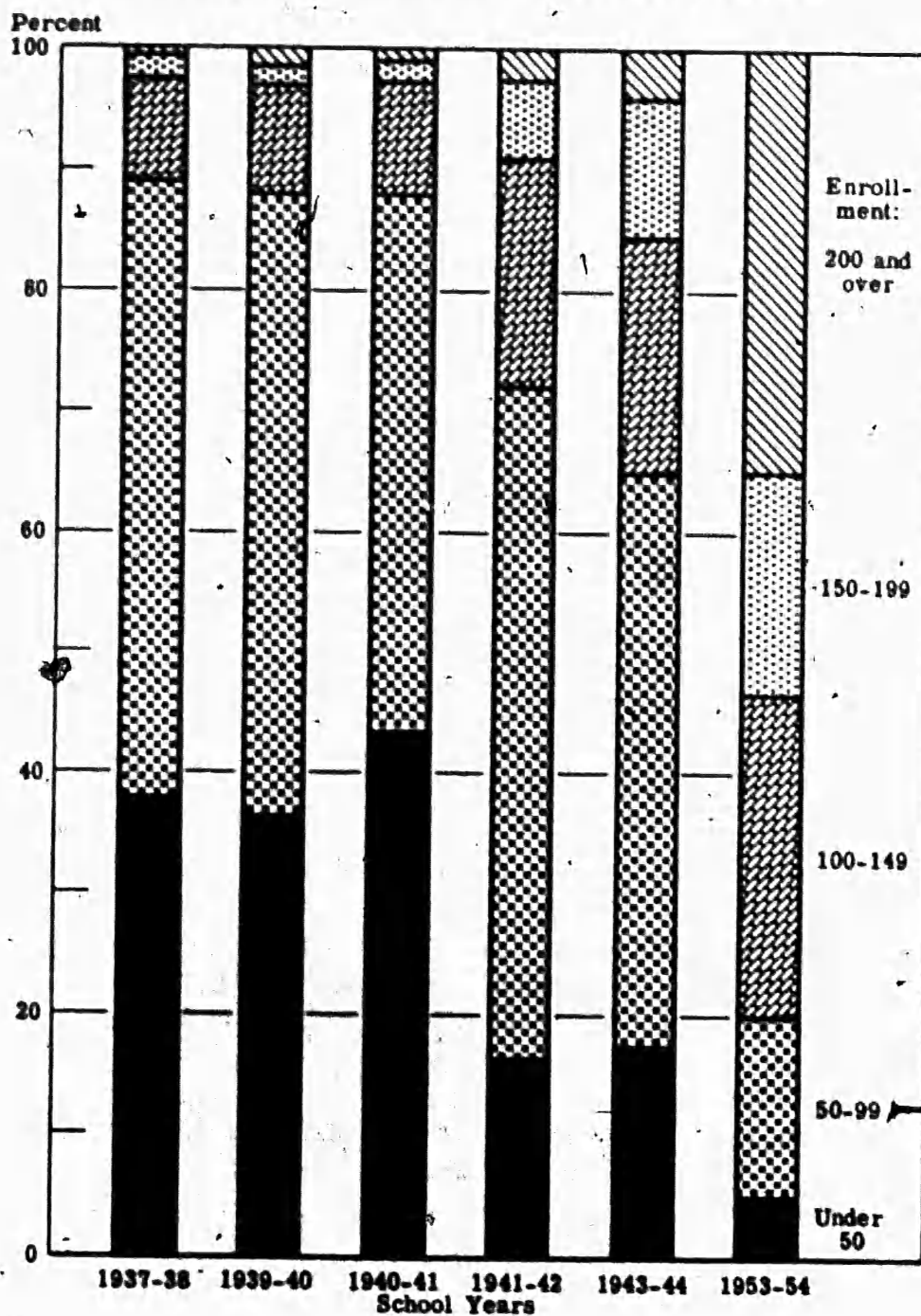
¹ Institut Haïtien de Statistique. *Bulletin Trimestriel de Statistique*. Data compiled from various issues.

The discrepancies in teacher load are further revealed by the reports of a group of rural teachers who in 1956 were enrolled in a summer workshop representing 15 schools. These reports are summarized in table 10.

Figure 7 indicates a definite trend toward larger rural schools. Approximately 38 percent of schools in 1937–38 had enrolled under 50, whereas only 5 percent had similar enrollment in 1953–54. Likewise in the same interval schools with an enrollment in excess of 200 have increased from about 0.5 percent to nearly 34 percent. This trend will undoubtedly receive consideration in current and future planning as it may be related to population shifts and could be greatly effected by road building programs or other action affecting population movement.

The continuation of a largely noncoeducational school system seems assured. Between 1943 and 1955 there was only 2 percent change in number of rural schools for boys (41 percent in 1955). In the same period schools for girls decreased from 49 percent of the total to 41 percent.

Figure 7. — Percentage comparison of rural elementary schools, according to size and enrollment, 1937-38 to 1953-54.¹



¹ Institut Haïtien de Statistique, *Bulletin Trimestriel de Statistique*, No. 22, Septembre, 1954. Port-au-Prince, Haïti. Adapted from Graphique II, p. 21.

Table 10.—Number of pupils enrolled, by grades, by number of teachers and rooms, as reported in 15 rural schools¹

School Number	Total enrolled	Number enrolled, in—							Number of teachers	Number of rooms
		Pre- school	Beginners		Intermédiate		Advanced			
			I	II	I	II	I	II		
1	2	3	4	5	6	7	8	9	10	11
1	251	24	163	25	17	8	3	11	4	2
2	186	30	98	27	23		4		3	1
3	264	15	109	56	32	25	15	12	6	5
4	234	5	163	32	14	16	4		2	2
5	186	15	81	63	21	6			2	2
6	170	5	143	13	6	3			2	1
7	150	59	49	20	18	4			2	1
8	217	10	140	36	27	3	1		4	1
9	174	10	100	50	5	7	2		2	1
10	465	12	218	178	27	23	5	2	7	2
11	320	10	193	42	36	29	5	5	4	2
12	261	10	194	33	15	5	2	2	3	1
13	259	5	226	24	4				2	1
14	278	18	145	76	20	11	6	2	4	1
15	185	15	70	40	20	40			2	2

¹ Compiled from class reports of rural teachers enrolled in summer school provided by the Department of Rural Education and Service *Coopératif Haitiano Américain Education Rurale*, 1956.

Types of Schools

As of 1955-56 there were 794 rural schools, 429 public and 365 presbyterial. The public schools are operated exclusively by the government; presbyterial schools for the most part by the Catholic Church. Both types of schools are financially supported by the Haitian Government.

Prior to 1951, Haitian rural schools were divided into: Rural schools, presbyterial schools, farm schools, village schools, and communal schools. For statistical purposes, the five types were reduced to "public" and "presbyterial" in 1951. However, each type still retains certain distinguishing characteristics.

As the name indicates, the rural school is a country school, entirely supported by the government and under the supervision of a district inspector. The presbyterial school is similar in most respects, but is usually under the jurisdiction and supervision of a local priest. The presbyterial school may be located in a strictly rural area or in a village.

The farm schools, about 74 in number, are often better equipped than the rural schools. Instead of the mud-walled thatched peasant houses that often house other types of rural schools, the farm school may have a 2- or 3-room frame or masonry building with a corrugated iron roof. Frequently, one or two small adjoining buildings are used as a shop and home economics center. The premises are usually attractively landscaped. Each farm school, as its name implies, is located in a small cultivated plot where the children receive limited practical instruction in gardening. The farm schools were originally staffed by teachers trained at the College of Agriculture and designed to teach rural boys and girls the rudiments of agriculture and of home management and improvement, in addition to basic academic subjects. However, this program has largely disappeared since the separation of the Department of Rural Education from the Department of Agriculture in 1946.

The village schools are located in the larger villages of the communes. They are frequently housed in rented buildings not always suitable for school purposes.

The communal schools, few in number, are usually in the largest village of the commune. They frequently have a larger enrollment than the village schools but suffer similar handicaps of inadequate housing and equipment, and of limited programs and excessive crowding.

The budget for rural schools for 1956-57 was \$801,385, a slight decrease from previous years.¹ This figure includes budget items for the office of the Assistant Director General of Rural Education and the regional inspectors, allowances for 28 school canteens, and for the operation of *Ecole de Chatard*, an upper elementary-level boarding school. For general operation of the rural schools this budget provided among other items the following monthly allowances: Rent for rural schools, \$1,360; rent for village schools, \$485; rent for inspectors offices, \$320; subsidy for presbyterial schools, \$3,000.

It is recognized that rural teachers are not usually as well trained as urban teachers; they receive less money and their positions are in many respects unenviable. They must deal with greatly over-crowded classes, particularly in the lower grades. More than 100 children per teacher is not uncommon.

¹ *Le Moniteur*, Journal Officiel de la République d'Haïti. Numéro extraordinaire. Budget Général pour l'année fiscale 1956-57, p. 171. Imprimerie de l'Etat, Port-au-Prince.

Teachers often work in small mud-walled, clay-floored thatched houses built for peasant homes but forced into service as schools. Their insufficient school room furniture consists of homemade benches and desks. They have practically no school supplies, never enough books, and rarely such teaching aids as charts and maps.

They are subject to routine inspections but get only limited supervision. Their housing is what they can find in the village, or a cot moved into a corner of the schoolroom each night.

Teachers assigned to farm schools often have better working conditions. Those in village and communal schools are still more fortunate as living conditions in the village may be more comfortable than in the isolated rural areas.

The school calendar is the same for both rural and urban schools. For 1957 it provides for a total of 171 days of instruction between October 1, the traditional opening date, and July 5. The prolonged vacations and numerous holidays are indicated by the number of school days per month as listed below:

<i>Month</i>	<i>Number of class days</i>	<i>Month</i>	<i>Number of class days</i>
October	21	March	19
November	20	April	15
December	13	May	21
January	19	June	19
February	20	July	5

Half day sessions are customary during the months of June and July because of afternoon heat.

The school day is customarily scheduled from 9:00 to 11:30 a.m. and 1:00 to 4:00 p.m. with part of the afternoon devoted to gardening and recreation. Much time is spent in marching and singing. Many children, particularly in the country, walk long distances to school. Tardiness and irregular attendance are common and are a serious handicap to school progress.

Program of Studies

The present official curriculum of the rural elementary schools was originally written in 1938 in the Ministry of Education as the official program of studies for urban schools. Subsequent to 1938 when the rural schools were brought under the jurisdiction of the Ministry, this program was adopted as the official program of the rural schools. There have been no officially adopted changes

or revisions of this program, although several attempts have been made to secure revisions. It is now being studied by a United States technical assistance mission in education.

Certain adaptations have been made in the rural schools in an attempt to make the program more applicable to rural conditions. The objective of this program of studies for rural schools is described in the following translation—

Since the purpose of primary teaching is to reduce the high percentage of illiteracy, it is necessary to know the importance of this teaching and how it operates.

By primary teaching, we mean the program of studies which lead to the level of *Certificat d'Etudes Primaires*. One who obtains this certificate has the basic background in arithmetic, language, and elementary sciences which will permit him either to continue developing his intellectual resources or to resolve every day problems. This course ordinarily extends over a period of 6 or 7 years and a student of average intelligence who begin his studies at 6 will finish them at the age of 12.

The program of rural education in general outline is the same as the urban primary education as far as basic knowledge is concerned, except that it is much more practical. As a rule, the students at the rural schools learn by doing. Handicrafts, practical course in agriculture illustrate and strengthen the knowledge acquired in class.

From the end of the second or the beginning of the third grade, the normal child attending a good school is no longer illiterate for he knows how to read and he understands to some extent what he reads. But research in the different countries where education tends to become a science shows that at least 4 years in school are necessary to stabilize the knowledge acquired in class and to eliminate the risks of having them fall back into illiteracy.²

The United Nations report *Mission to Haiti* summarizes the existing situation with reference to curriculum and instructional materials as follows:

The curricula of all the schools—primary, secondary, prevocational, vocational, and special—need revision to bring them in closer relation with the life and economic realities of Haiti. Without books and other printed materials no modern nation's schools and teachers can produce any worthwhile learning. Progress in civic consciousness, public health, and economic endeavour depend upon the efficient service of public education.³

² Institut Haïtien de Statistique. *Bulletin Trimestriel de Statistiques*, Bulletin No. 22, Septembre 1956, p. 7.

³ United Nations, *Mission to Haiti*. Report of the United Nations Mission of Technical Assistance to the Republic of Haiti; Lake Success, New York, July 1949, p. 59.

The progress of children through the Haitian school system is regulated to a large extent by the examination system. This system is described in the following translation—

Examinations.—The examinations organized at the end of the school year, determine the promotion of pupils from one class to the next higher one. They are left to the judgment of directors who generally choose the subjects for such examinations * * *

The written examination.—The most important—are added to the oral for obtaining the average for promotion.

In principle, the averages for the two first trimesters are added to the third and constitute the decisive note for promotion.

At the end of elementary cycle, the pupils are sent to an official examination organized by the general Administration of National Education for obtaining their *Certificat d'Etudes Primaires*. Superior primary studies which last 3 years after the *Certificat d'Etudes Primaires* are confirmed by *Brevet Elémentaire*.

These examinations cover the subjects prescribed by the official program. The subjects for written examinations are: Orthography, arithmetic, French composition, Haiti's history and geography, general information, natural and social sciences, and oral reading. Marks 0 and 1 are eliminatory for each subject. The average of marks obtained (30 over 50) gives the right to *Certificat d'Etudes Primaires* and *Brevet Elémentaire*.

To be admitted to Sixième or first year of secondary studies, one must in principle have their *Certificat d'Etudes Primaires* and participate in a selective examination because of so many applications for admission.

Personal report cards * * * (for urban and rural schools) are given to each student. They give information concerning the student's work, his parent's address and occupation.

The pupil's memorandum book is a link between the school and the family. It keeps them informed of the work and behaviour of their children. Parent's meetings are sometimes called for the same purpose.⁴

According to the official program of studies, the following courses are established as indicated in this translation⁵—

The following is the designation of courses (which last 2 years each) and the normal age in these different courses—

	Years
Beginners' section	4 and 5
Preparatory section	6 and 7
Elementary courses	8 and 9
Intermediate courses	10 and 11
Superior courses	12 and 13

⁴ From an unpublished manuscript furnished the author by the Director General of National Education, November 1957.

⁵ Translation from a mimeographed copy of the 1938 course of study prepared by *Service Coopératif Haïtien Américain de l'Education Rurale*.

The courses constituting this official elementary program of studies, together with hours per week are given in detail in appendix A.

Teaching Methods

The teaching method used is primarily memorization and recitation. Since there are usually too many pupils with too few books, the teachers resort to lecturing with help of material written on the single small blackboard. Drill exercises in reading and arithmetic are written on the blackboard to be copied by the children in their notebooks. Lacking notebooks in many cases, there is no alternative but to memorize from the blackboard or from the teacher's reading. This is often done aloud in unison in a sing-song fashion. Time permitting, individual pupils may be called to the blackboard to recite the syllables of a reading lesson or the drill material of an arithmetic lesson.

Such methods are considered the inevitable result of too many pupils for inadequately trained teacher, meager equipment and lack of books, papers, pencils, and other supplies. Without libraries of supplementary textbooks, individual pupil research and exploration as a learning technique are greatly handicapped.

It is doubtful whether the most skillful practitioners of modern teaching methods could use a pupil activity program, create effective centers of interest or put into operation the principle of "learning to do by doing" in the situation in which the many Haitian teachers work. Training Haitian teachers in modern methods should proceed, but trained teachers will be greatly handicapped until teacher loads are reduced, adequate teaching material and supplies provided, and improvements made in school organization, pupil grouping, and many other conditions. Such are prerequisite to an elementary school program expected to produce a literate nation whose citizens possess at least minimum skills to function in a democratic society.

Buildings and Facilities

The Haitian Government, recognizing the extreme need for the construction of rural schools, enacted a law on September 15, 1951 establishing a 5-year program of improvement in education, public

health, agriculture, and public works. This program provided for the construction of 25 three-room rural schools of an average value of \$6,000 per unit. Each school was to consist of three classrooms approximately 20 x 30 feet, two sleeping rooms, a toilet, and a rural-type kitchen. The buildings were to be located on a minimum of 6 acres of land in order to provide for playground, school garden, and landscaping.

Provisions of this law, however, have not yet been carried out extensively. As the situation exists, the typical rural school consists of two or three small classrooms in a thatched shed. The walls are of wattles or wattle daubed with clay, the floor of clay or paved with flat rocks. The inadequate classroom space is often supplemented by shady areas under nearby trees where the usual schoolroom benches are grouped. Fortunately, Haiti's climate makes the simple construction and the outdoor classes quite practical.

These schools are often built by the people of the community with donated material and labor, on sites donated by local landowners or purchased by popular subscription. The sites are usually small. The local concept of a school is often limited to classroom activity only. The need for space for playgrounds, gardens, and teachers' residence as a part of a functional rural school plant, is not yet generally recognized.

There is rarely any special provision for a water supply. A bucket of drinking water from the same usually polluted source used by the community may be provided for the pupils. Often only a common drinking cup is provided. Sometimes an effort is made to have pupils provide their own individual drinking cup.

Ordinarily no provision is made for a residence for the teachers. Often they rent a dwelling in the community and establish their own homes. Often, the teacher simply boards with a local family, sharing whatever facilities are available.

In a few instances pit toilets are provided for the schools. Quite often these are inadequate to serve the enrollment.

In the farm schools the situation may be somewhat better. There is usually a one-room classroom building of masonry construction with a corrugated iron roof. One room may be provided for teachers quarters. A small building often serves as a workshop, home economics center, or is pressed into service as a general classroom. As in the other rural schools, the space provided is usually inadequate to meet the enrollment needs and is supplemented by classes held out of doors. The school canteen, or lunchroom, if one is operated, frequently consists of a coconut palmleaf

shade under which food is cooked in large iron pots each supported on three stones over small open fires.

Like the rural schools, the farm schools often lack any provision for water supply. Unlike the more typical rural school, they do have adequate school sites, often attractively landscaped, with provision for gardens and play space.

Insofar as congestion and crowding and unsuitability of facilities are concerned, the elementary village and communal schools often fare worse than the schools in the strictly rural areas and the farm schools. Only infrequently are buildings constructed specifically for the use of these schools. Typically, they are simple one-room store buildings or medium-sized residences rented for the school, not designed for school use, cannot be well adapted, and afford little more than minimum shelter. They are often in congested parts of the village and do not afford the light and ventilation available in the simple thatched sheds of the country schools. Play space for children other than the village street is lacking. Gardens are out of the question. Water supply and toilet facilities are usually lacking. Teachers in the villages may be more fortunate than their country colleagues in finding living quarters.

Furniture and equipment are in keeping with the buildings. A combination desk and bench, designed to seat four, but often occupied by six, is the basic seating unit. This furniture, constructed of rough local hand-sawed lumber, is often in a rickety condition. When the number present exceeds the available seats, the children stand around the edge of the room or sit on the floor. The desks do not provide storage space for books and supplies. Rarely there is a small locked cabinet in which teachers keep a few books, a box of chalk, and a meager supply of notebooks. A few schools have simple first aid cabinets. Many have a limited number of large heavy hoes, a few rakes and shovels, and machetes used for gardening activities. A small square of rough boards painted black serves as a blackboard. A small bulletin board exhibits several years collection of mimeographed bulletin from the Department of Education. For decoration there are a few health posters furnished by Canadian Red Cross, childrens' drawings in wax crayon, and one or two religious pictures. Coconut shells and bamboo sections serve as flower pots.

One book frequently serves many children. It is usually printed in small type with a scattering of simple black and white illustrations, or poorly reproduced photographs. Many of the books are old editions which give little or no recognition to accepted standards of printing, illustrating, and writing of books for

children. For writing materials, a child may have a small notebook and pencil. Many children use slates. There is an almost complete lack of picture files, maps, charts, globes, reference encyclopedias, and similar aids to learning.

Church and Private Schools

A description of elementary education would be incomplete without recognizing the contribution made by the nonsubsidized church schools. The church schools that are supported in full or in part by the Haitian Government are a major factor in providing educational facilities for Haitian children, but the church schools which receive no support from the Haitian Government also make an important contribution toward meeting the educational needs of the country. The Catholic Church, in addition to operating a number of elementary schools with government help, leads in the number of schools operated without help. The following, summarized from replies to a questionnaire sent to the clergy in March, 1957, gives the approximate number and enrollment of Catholic and Protestant nonsubsidized schools:

<i>Name of mission or church</i>	<i>Number of Schools</i>	<i>Enrollment</i>
Catholic	225	11,675
American Baptist, Home Mission Society	48	1,995
Episcopal Church	37	1,660
Seventh-Day Adventist	21	324
Church of the Nazarene	7	—
Church of Christ	7	—
Mission Baptiste Biblique	5	200
Haiti Inland Mission	5	—
Eglise St. Paul	5	284
All others	27	410

Private elementary schools are few in rural Haiti. Occasionally, a group of peasants will pool their meager resources to employ a teacher, often poorly qualified, rent a house, and try to provide a school for their children. Frequently, these efforts are short-lived, and serve more to demonstrate the desire and need for schools than to provide educational facilities.

In a few instances, small tuition-supported elementary schools accommodate a limited number of children in the larger villages. In general, private elementary schools are limited to the cities.

Urban Schools

The urban schools fare better than the rural schools in many respects. This may reflect a cultural pattern which tends in many ways to favor the city. However, comparisons between the two are difficult because of lack of data.

The urban elementary public schools are administered by an Assistant Director General of Urban Education. He is in turn responsible to a Director General of Urban Education who is responsible to the Director General of National Education. The Assistant Director General has an immediate professional staff consisting of seven general inspectors, one inspector of manual arts and home economics, and one inspector of lunch rooms. In regional offices his staff consists of 22 inspectors.

The following shows the number and types of urban elementary schools in 1955-56 as reported by the Government of Haiti in their quarterly report of December 1956 (*Bulletin Trimestriel de Statistique*):

Types of school	Number of schools	Number of teachers
Public	225	1,296
Public <i>congréganiste</i>	80	696
Private	275	910
Total	580	2,902

Public Schools

The public schools, as the name implies, are schools operated by the Haitian Government through the Ministry of Education and the Department of Urban Education. The *public congréganiste* are government supported, but church operated. The teachers may be laymen, or members of the clergy. The private schools, operated as private enterprises, may or may not enjoy small government subsidies. Many of them depend entirely upon tuition for their support.

That the distribution of the urban public schools is not limited to the five largest cities but extends widely over the Republic is shown in the following list:⁶

⁶ *Le Moniteur*. Numéro Extraordinaire. Budget Général, de l'Exercice, 1956-57, p. 148-167.

Name of district	Number of schools in district	Name of district	Number of schools in district
Port-au-Prince	32	Saint Marc	7
Petion-Ville	2	Petite Rivière de l'Artibonite	5
Croix des Bouquets	3	Gonaïves	11
Hinche	5	Plaisance	3
Petit Goâve	6	Limbe	5
Anse à Veau	7	Grande Rivière du Nord	7
Jacmel	10	Fort Liberté	5
Cayes	6	Trou du Nord	6
Coteaux	6	Cap-Haïtien	10
Aquin	5	Jean Rabel	6
Jérémie	11	Port-de-Paix	9
Anse d'Hainault	5		

In general the urban public elementary schools are small as shown in the following tabulation¹ giving the distribution of teachers by schools:—

Number of teachers	Number of schools	Number of teachers	Number of schools
1 to 5	105	16 to 20	4
6 to 10	43	21 to 25	2
11 to 15	17	26 to 30	2

Table 11. — Urban elementary schools, enrollment and average daily attendance, 1951-56¹

Year	Enrollment	Average daily attendance	
		Total	Percent of enrollment
1951	52,532	49,650	86
1952	67,576	59,200	88
1953	79,378	68,811	86
1954	89,068	78,953	88
1955	103,272	90,816	88
1956	83,000	73,755	88

¹ Institut Haïtien de Statistique. *Bulletin Trimestriel de Statistique*. Data compiled from various issues.

Enrollment and average daily attendance in all urban schools shows a marked increase during the period 1951 to 1956. (See table 11.) It is obvious from this table, as compared with table

¹ *Ibid.*, p. 148-167.

8 that urban children have a somewhat better average daily attendance than rural children.

Although the 25,468 increase in enrollment between 1951 and 1956, or 44 percent, is in itself a real achievement, this figure is less optimistic in relation to the entire educational problem. If adequate data were available so that refinement of these figures were possible in terms of population growth by age group and population shift from country to city, this apparent gain would probably diminish.

Urban children appear to fare better than rural children in the number of children per teacher, as shown in table 12.

Table 12. — Urban elementary schools, average enrollment per teacher, 1951–56¹

Year	Enrollment	Number of teachers	Enrollment per teacher
1951	57,532	1,627	35
1952	67,576	1,415	47
1953	79,378	1,961	40
1954	89,068	2,577	34
1955	103,272	2,678	38
1956	83,000	2,902	28

¹ Institut Haïtien de Statistique. *Bulletin Trimestriel de Statistique*, No. 23, Decembre 1956.

This relatively low teacher load in terms of an average distribution is more apparent than real. Enrollments tend to be excessively high in the lower grades. Many pupils leave school long before completing the 6-year elementary school course. As a result, teacher loads are often excessive in the lower grades, and less than average in the upper grades.

The general characteristics of the elementary teaching staff, already described in chapter III, indicate that urban teachers have minor advantages as to pay, tenure of service, and in general are somewhat better trained than rural teachers.

Officially the curriculum and examination system for urban schools is the same as already described for rural schools. The school calendar is the same for both rural and urban elementary schools. For urban schools the school day is from 8 to 11 o'clock in the morning and 2 to 4 o'clock in the afternoon.

Church and Private Schools

It appears from the General Budget for 1956-57,^a that the urban *congréganiste* schools are operated under the auspices of several Catholic organizations each of which takes responsibility for a group of schools. The total budget for these schools for the fiscal year 1956-57 was \$30,861.

The organizations subsidized and the number of positions provided for each group are summarized in table 13.

Table 13.—Organization and personnel operating
enseignement primaire congréganiste

School	Directors and superiors	Religious directors	Religious teachers	Lay teachers
Ecole Congréganiste de Garçons	2	18	57	105
Soeurs St. Joseph de Cluny	1	10	28	42
Filles de la Sagesse	1	12	37	44
Filles de Marie		6	28	27
Congrégation des Frères du Sacré-Coeur	1	6	34	
Ecoles Congréganistes des Filles Missionnaires de l'Immaculée Conception de Montréal		19	72	40
Ecoles des Soeurs Salesiennes			3	

^a *Le Moniteur, Budget Général, 1956-57, p. 172 ff.*

Parochial schools follow the same program of studies as the public schools plus more extensive study in religion. Their pupils take the same examinations for promotion.

Many of the 275 urban elementary private schools, are subsidized in part by the Government of Haiti. The National Budget for 1956-57 lists 101 schools and educational organizations as recipients of subsidies. Many of these are secondary schools, many are combined elementary and secondary, and still others are orphanages. It is therefore impossible to state exactly how many of the private schools are subsidized. The subsidies for all schools range from \$10 per month to \$250 per month with an average of \$79. As nearly as can be determined from the data, the higher subsidies go to secondary schools. It is reasonable to

^a *Ibid.*, p. 172.

assume that the average subsidy for elementary private schools is substantially less than the \$79 average per month.

There are many nonsubsidized private schools ranging from a situation in which one teacher tutors a few children in his home to fairly elaborate kindergartens and elementary schools. Since there are no licensing requirements for these schools, it is not necessary that they meet any standards of professional training of teachers, physical facilities, or instructional materials. Some of them do not equal the public and parochial schools in general quality; some exceed the standards of the subsidized schools. The fact that the private schools outnumber both the public and parochial schools indicates the esteem in which they are held by Haitian parents, as well as the fact that there is not enough space in schools to accommodate all those who wish to attend.

Buildings and Facilities

The newer urban elementary schools are often attractive masonry structures of 8 to 10 rooms, surrounded by high masonry walls and frequently embellished with wood paneling, ornamental stair cases, and ornamental ironwork. Yet the buildings are simple in design, often two-story, having single tiers of rooms with windows on both sides to take maximum advantage of the breeze. Porches to protect the rooms from the sun may be on one or both sides of the building. The buildings seem reasonably adequate for simple classroom activities. There is a noticeable lack of libraries, shops, or other kinds of special activities rooms. In common with rural schools the urban schools often lack adequate recreational areas.

Catholic schools supported by the Government are often rather large establishments, providing classroom space for several hundred children. They are usually located close to a church and form an integral part of the church community. Many of these structures are old, but in good repair and provide adequate housing for the academic type of elementary program offered. Urban public and parochial schools, like the rural schools, make frequent use of out-of-door space to supplement inadequate classroom space.

The better school buildings just described house only a small proportion of the children. Many attend school in old houses that are pressed into service as school buildings. The rooms are small, stairways narrow and dangerous, lighting poor. In some

instances, buildings originally built as small store buildings are used as schools. The water supply and toilet facilities are usually inadequate, and play space almost lacking.

In keeping with the more elaborate buildings of the newer urban schools, individual seats and desks are provided in a few. In the older urban schools the equipment pattern varies little from the village schools.

In the matter of instructional materials as in many other ways the urban child seems to fare somewhat better than the rural child. His parents may have a somewhat better income than the country peasant. This enables them to buy books and writing material for their children. The urban schools and parochial schools may have a few maps and similar materials, but in general instructional materials in all schools are limited.

Haiti's elementary school system at its present development level reaches such a small proportion of all the children that it is unable yet to produce the desired improvement in the national level of literacy. To educate the mass of citizens to the point where they can adequately take part as citizens of a democracy requires a vastly expanded school system with corresponding improvement in teacher qualification, pedagogical methods, and materials of instruction. Haiti is not alone in these educational needs.

Chapter V

Secondary Education

SECONDARY EDUCATION in Haiti is exclusively urban education. During 1955-56 there were 53 secondary schools with a total enrollment of 11,671 students to serve a population of over 3 million. Conceivably this meagerness of opportunity for secondary education reflects a traditional attitude that education above the elementary level should be restricted to a privileged few. It may also reflect the fact that few children continue the elementary school program long enough to gain sufficient skill in reading and writing to undertake the academic rigors of the classical secondary program.

Secondary schools fall into three categories:

1. The public schools supported and operated by the Government of Haiti.
2. The subsidized schools supported by subsidies from the Haitian Government, plus tuition, plus in some cases, additional support from institutions, usually churches, and operated by church groups or private individuals.
3. The private schools receiving no support from the Haitian Government and operated by individuals or organizations, usually churches.

There is an apparent trend toward increased secondary school enrollment as shown by table 14.

The greatly increased enrollment in 1955-56 may not represent an actual increase, but an improvement in statistical reporting. Because figures from 1951-52 through 1955-56 reflect improvements in the reporting procedure of the private schools, it is necessary to interpret apparent increases in enrollment. However, there was an increase of 2,164 students (54 percent) in public schools where reporting practices presumably remained constant. It seems reasonable to assume that enrollments increased in all secondary schools during this period and that limitations of enrollment were due largely to lack of facilities rather than to lack of enrollees.

Table 14.—Public and private secondary schools, number of schools and staff, reported enrollment and average daily attendance, 1951–52 through 1955–56¹

Year	Total				Public				Private			
	Number of schools	Number of staff	Enrollment	Average daily attendance	Number of schools	Number of staff	Enrollment	Average daily attendance	Number of schools	Number of staff	Enrollment	Average daily attendance
1	2	3	4	5	6	7	8	9	10	11	12	13
1951–52...	13	275	4,004	3,536	13	275	4,004	3,536	...	...	...	...
1952–53...	27	471	6,847	6,153	14	321	4,684	4,123	² 13	150	2,163	2,030
1953–54...	86	560	7,794	7,363	14	338	5,404	4,948	22	222	2,390	2,415
1954–55...	39	579	7,208	6,540	14	357	5,343	4,770	25	222	1,865	1,770
1955–56...	⁴ 53	877	11,671	⁴ 9,621	14	357	6,168	4,712	⁴ 39	520	5,503	4,909

¹ Institut Haïtien de Statistique. *Bulletin Trimestriel de Statistique*. Port-au-Prince, Haïti. Statistics for 1951–52, 1952–53, and 1953–54 are from Bulletin No. 15, December 1954, p. 121, 123; for 1954–55 from Bulletin No. 19, December 1955; and for 1955–56 from Bulletin No. 23, December 1956, p. 155–56.

² Existing private schools began reporting.

³ As reported.

⁴ Nonsubsidized private schools began reporting.

Judging from the percent of enrollment in attendance (based on 1955–56 figures), the attendance at the private school is much better than at the public schools. During that year the private schools had approximately 89 percent of their enrollment in attendance; the public schools, approximately 76 percent.

A comparison of a rough index of teacher load (enrollment divided by the number of staff), for the year 1955–56, seems in favor of the private schools. For this period the public school reported 17 pupils per staff member; the private schools 10. Observation in public *lycées* indicates that distribution of pupils to teachers is seldom in accord with this possible average, classes of 60 and 70 being common, as well as classes of as low as 10. As in the elementary schools, it is recognized that improvement is needed in school organization methods which will produce a more equable distribution of pupils among teachers, the same as in secondary schools.

Following the French tradition, the secondary schools of Haiti are in general noncoeducational. There is a scattering of girls enrolled in some of the public *lycées*. A very few public *lycées*, for example, the Lycée des Jeunes Filles at Port-au-Prince, enroll

girls exclusively. This school enrolled 664 girls in 1956-57. The Catholic secondary schools are strictly noncoeducational.

For the trimester, April to June 1956, 31 percent of the total public secondary enrollment was girls.¹ The combined enrollments of the private secondary schools for the same period show 50 percent girls enrolled.

The National Lycées

The 15 public *lycées* of the Republic, their location and enrollment for 1956-57 are shown in table 15. The staff positions of these *lycées* with their average salaries per month are given in table 16.

Because of the low salaries, many teachers in the national secondary schools hold additional part-time teaching positions in the private secondary schools. This is not too difficult since the law requires only 15 hours per week for a teacher to earn his full salary.

As already pointed out in chapter II, Haitian law requires that a candidate for appointment as professor in a national secondary school must be graduated from a superior normal school or college which prepares for teaching in the secondary schools; or that candidates holding certificate *d'études secondaires classiques* (first and second part) in *science* or *letters* will be admitted to competitive examinations for positions as teachers in the secondary schools. In general, the secondary school staff meet these minimum qualifications. There are a few who have additional training, usually abroad. For example, on the staff of the Lycée Toussaint l'Ouverture there is an English teacher who studied for 1 year at the University of Michigan. The Spanish teacher has traveled widely in Europe; the physics and social science teachers have both studied in the United States. The supervisor of science in the Department of Urban Education in the Department of National Education studied for 2 years at Ecole Supérieure de Chimie in Paris and for 1 year at the Pasteur Institut.

The national *lycées* are financed entirely by the Government. For the fiscal year 1956-57 there was a budget of \$24,590 for salaries of all personnel in the schools, and an additional item of \$16,380 for rent of building, costs of conducting examinations,

¹ Institut Haïtien de Statistique. *Bulletin Trimestriel de Statistique*, Bulletin No. 22, Septembre 1956, p. 164.

salaries of chauffers and workmen, and other supplies. Scholarships for boarding expenses of 20 students for 10 months at Lycée de Jeunes Filles were provided in the amount of \$3,300; other expenses, \$9,902. For the same year, \$9,312 were budgeted for salaries and expenses of the administrative office for secondary education.

Table 15.—National lycées, number of boys and girls enrolled, 1956–57¹

Name and location of school	Enrollment		
	Total	Boys	Girls
Lycée A. Pétiou (Port-au-Prince).....	713	703	10
Lycée Toussaint L'Ouverture (Port-au-Prince).....	821	821	.....
Lycée Antenor Firmin (Port-au-Prince).....	603	603	.....
Lycée de Jeunes Filles (Port-au-Prince).....	664	.....	664
Lycée du Cap-Haïtien (Cap-Haïtien).....	613	613	.....
Lycée de Fort Liberté (Fort Liberté).....	90	90	.....
Lycée de Port de Paix (Port de Paix).....	187	135	52
Lycée des Gonaïves (Gonaïves).....	324	307	17
Lycée de Saint Marc (Saint Marc).....	322	275	47
Lycée de Hinche (Hinche).....	135	135	.....
Lycée de Petit Goave (Petit Goave).....	125	92	33
Lycée de Jacmel (Jacmel).....	321	281	40
Lycée des Cayes.....	333	323	10
Lycée de Jérémie (Jérémie).....	230	178	52
Lycée de Jeunes Filles <i>Celie Lamour</i> (Jacmel).....	76	.....	76

¹ *Le Moniteur*. Journal Officiel de la République d'Haïti, de 1956-1957. Port-au-Prince, Haïti, Septembre 1956. P. 180 ff.

Table 16.—Staff positions and average salaries in public lycées, 1956–57¹

Title	Number of positions	Average salary ²	Range of salaries ²
Directors.....	14	\$63	\$45 to \$90
Proctors.....	12	47	40 to 70
General inspectors.....	9	60	50 to 80
Inspectors.....	3	59	50 to 65
Teachers.....	327	70	55 to 77
Assistant teachers.....	44	52	41 to 60
Typist.....	7	44	40 to 50
Nurses.....	2	50	45 to 55
Teachers of Religion.....	2	50	40 to 60
Janitors, cooks, etc.....	28	21	.....

¹ Supplied by the Assistant Director General of Secondary Education, August, 1957.

² To the nearest U.S. dollar, all values at official rate of 5 Haitian gourdes per U.S. dollar.

The course of study for public and private secondary schools was established by Decree-Law of September 30, 1935. Consideration has frequently been given to updating this program of studies but little progress has been reported. The law prescribes the course of study, admission requirements for students, age limits for each grade, general content and method of the examinations, and the marks and conditions necessary to progress from grade to grade and qualify for the various diplomas. (The general provisions of this law are translated in appendix B.)

Since there have been no substantial changes in Haiti's program of studies since it was adopted in 1935, the following description (for detail, see appendix A) made in 1948 is still applicable:

The course of study for secondary schools covers 7 years. Pupils are admitted to the *Sixième* (sixth grade) after having obtained the certificate of primary studies and after passing an entrance examination. As in France, successive classes are numbered in counter-clockwise fashion. For example, the second year is called *Cinquième* (fifth grade); the third year, *Quatrième* (fourth); the fourth year, *Troisième* (third); the fifth year, *Seconde* (second); the sixth, *Première* or *Rhétorique*; and the final year is known as *Philosophie*. The three beginning classes, *Sixième*, *Cinquième*, and *Quatrième*, constitute the Grammar Division, while the last 4 years are referred to as the Humanities Division . . .

Secondary school students have a choice between three programs or sections: Section A (Latin-Greek), section B (Latin-science), and section C (science-modern languages). Section B, however, is offered only in a few private schools. *Lycée* students may thus select either section A or section C, but "after the grammar division, the student who has shown no disposition for Latin and Greek will be compelled to change to section C, after his parents or guardian have been notified, provided the *lycée* that he is attending offers the latter course. A student in section C may be admitted to section A, after the grammar classes, on condition that he pass a special examination in Greek and Latin. After the *Troisième* no pupil may change from one section to another." The same regulations stipulate that the maximum number of students in any class is fixed at 35. Unfortunately, this rule cannot always be applied . . . The maximum age limit for students of the national secondary schools is set as follows: *Sixième*, 14 years; *Cinquième*, 15; *Quatrième*, 16; *Troisième*, 17; *Seconde*, 18; *Rhétorique*, 19; and *Philosophie*, 20.²

It seems evident from examining this plan of studies that the major objective of the secondary schools of Haiti is to provide a classical secondary education, with emphasis on languages, as a means of qualifying for admission to a university.

² Cook, Mercer. *Education in Haiti*. Washington, U.S. Government Printing Office. (Office of Education Bulletin 1948, No. 1), p. 52-53.

Relatively few students, however, actually graduate. For example, only 15 to 20 students per year out of a student body of over 600 qualify for the degree of *Philosophie* in the *Lycée de Cap-Haitien*. It is difficult for a graduate of a *lycée* to enter a university even when qualified to do so. The French Government provides six scholarships per year for all of Haiti for the support of Haitian students in French universities. Private financing is usually difficult.

This leaves a graduate of the *lycée* facing the reality of learning the required skills for whatever vocation he elects or is forced into, after he has finished his secondary school training. His classical training has little vocational value except in the profession of teaching. In spite of the limited vocational applicability of the training received in the *lycée*, graduation is highly regarded by the upper social classes.

Students who complete the 7-year program and gain admission to a university usually do creditable work at the university level in France, Haiti, or other countries. They may, facility in English permitting, be classified as college sophomores upon admission to a college or university in the United States. On the other hand, the limitations of the secondary school program are reflected in the preparatory year required at the University of Haiti College of Engineering, and College of Medicine; this preparatory year being designed to complete the entering student's preparation in mathematics, physics, chemistry, and biology to enable him to qualify for admission to classes at the university level.

Eligibility for graduation from a *lycée* is determined by passing two official examinations, the first at the end of *Rhétorique* and the second at the end of *Philosophie*. Successfully passing these examinations entitles the graduate to a Certificate of Completion of Secondary Studies, sometimes known as the baccalaureat. The following further describes these examinations:

The first part of this examination is given at the end of *Rhétorique*; the second part after *Philosophie*. Questions are prepared and mimeographed by the *Direction Générale*; each paper is corrected by at least two examiners, and if there is too great disparity between the two grades, a third examiner corrects the copy. The examiners are teachers or former teachers of national and private schools. After the written test is graded, candidates who have not been eliminated, take the oral. Only students who have completed *Rhétorique* or *Philosophie* with an average of 50 percent or more in the quarterly examinations given at their respective schools are eligible for these official examinations for the certificate.³

³ *Ibid.*, p. 58.

The methods of teaching and learning in public *lycées* are restricted primarily to lecture and recitation, supplemented by reading from textbooks (if books are available), keeping elaborate notebooks, preparing written exercises, and taking examinations. Emphasis is put on rote memory. With meager libraries, and with few schools having laboratories, there is little opportunity for learning methods involving demonstration, research, and original problem solving by the student under the guidance of the teacher.

As to physical plant and equipment, the national *lycées* have a wide range. The newer and better buildings and better equipment are generally found in the larger cities. However, even in the capital city, *lycées* housed in modern buildings or cramped into old dilapidated residential buildings are found within a few city blocks of each other. The Lycée de Jeunes Filles in Port-au-Prince, opened in 1954, is an example of the few modern, well-equipped buildings. This spacious building with an exceptionally large foyer and elaborate stairways provides the following for its enrollment of almost 675 girls: 16 classrooms, a library of 1,000 volumes, an auditorium with a small stage, 2 laboratories each with limited but excellent equipment, an office, refectory, apartment for the directress, and a dormitory for the 40 resident girls. This school is fortunate in receiving from the cultural attaché of the French Embassy several large boxes of instructional material and equipment including books, motion pictures, recordings, filmstrips, and a tape recorder. Seating equipment is for the most part tablet armchairs.

Lycée Pétion, founded in 1818, is operated on the same site with an elementary school. The physician who teaches hygiene is a graduate of Lycée Pétion and of the College of Medicine of the University of Paris. The *lycée* is housed in a building built about 1900 which provides nine classrooms, an office, and a residence for the director. There is also a dormitory and refectory for 40 boarding students from the Provinces. There is no central library but a small collection of books in each class room. These books are available on a limited basis to students. A Jamaican businessman, a longtime resident of Port-au-Prince, has given the school a 2-story 4-room laboratory building. There are about 30 student stations in each of three laboratories. The physics laboratory, however, serves primarily as a class room. Its equipment supplied by the Haitian Government is sufficient for demonstration purposes. Individual student participation in laboratory work is at a minimum.

The Lycée Toussaint L'Ouverture occupies a building constructed as a vocational school. This extremely crowded school now enrolls more than 1,000 secondary students and 550 elementary students. For the secondary students there are 62 professors. There is no central library. Laboratory facilities are similar to those in Lycée Pétiou, but not as extensive. This school operates a night school for secondary students. Hours are from 5 to 9 p.m., and the enrollment is about 250. Twenty teachers serve this group.

Among the more fortunate secondary schools, as to their physical equipment, may be mentioned the Lycée of Cayes and the Lycée of Cap-Haitien. The first is housed in a spacious new building, but classes are crowded and facilities are limited to the simplest requirements of an academic program. The Lycée of Cap-Haitien is housed in a very old 8-room structure surrounding a tiny patio. The 27 teachers and 613 students are crowded together with as many as 75 in the same classroom. On rainy days certain classes do not meet because there is no dry space where students can work. Library and laboratory facilities are lacking.

The limitations of the less fortunate schools need not be described to be appreciated. Crowded classes in the rooms of old dwellings totally unsuited to school use, insufficient uncomfortable seating, poor lighting, few books—conditions which make graduations from a *lycée* difficult to achieve.

Government-Subsidized Private Schools

Some of the outstanding schools in Haiti are to be found in the government-subsidized private secondary schools. These are generally more fortunate than the public secondary schools as to budget, qualifications of teaching staff, and physical plant and equipment. Such schools are enumerated in table 17. All are licensed by the Department of Education, as are the nonsubsidized private schools.

These schools usually receive tuition from their enrollees in addition to their subsidies from the government. Many of the church-operated schools also receive substantial support from church funds, missionary contributions, and other sources.

The staff qualifications of the church-operated subsidized schools in general exceed those of the public secondary schools. Staffed largely by priests and brothers, they are able to offer the

services of many teachers who hold graduate degrees from European, Canadian, and American Universities. Lay teachers in these institutions meet and often exceed the minimum requirements established for teachers in secondary schools.

Table 17.—Government-subsidized private secondary schools in Haiti, enrollment and annual subsidy, 1956-57¹

Location	Annual subsidy ²	Enrollment		
		Total	Boys	Girls
<i>Port-au-Prince</i>				
Petit Séminaire Collège Saint Martial	\$ 9,536	1,066	1,066	
Collège de Port-au-Prince (Henri Odeide)	1,800	171	171	
Collège Frank Devieux	720	115	92	23
Cours Max Pennette	600	120	85	35
Centre d'Etudes Secondaires	480	213		
Collège Ernest Alcindor	480	241	104	137
<i>Cap-Haitien</i>				
Ecole Secondaire du C-Haitien	3,000	245	245	
Lycée de Jeunes Filles (Sanité Bellaire)	1,020	240		240
<i>Cayes</i>				
Noviciate de Beraud	1,440			

¹ From data supplied by the Assistant Director General of Education.

² *Le Moniteur*. Journal Officiel de la République d'Haiti. Port-au-Prince, Haiti, Septembre 1956. Shown in United States dollars at official rate of 5 Haitian gourdes per U.S. dollar.

Priests and brothers serving as teachers in these schools regard their teaching duties as full-time career obligations, and hence, they do not divide their time between two or more jobs in order to secure enough income to meet their needs. This is in contrast with the situation existing for many teachers who staff the public secondary schools who often hold additional jobs as teachers in the private schools or elsewhere.

The program of these schools, as required by Haitian law, is the same as for the public secondary schools. It is supplemented by additional instruction in religion. The same system of examinations applies.

Following, as examples, is a brief description of two of the well-known schools in this category.

Petit Séminaire Collège Saint Martial—This school, is one of the most distinguished educational institutions in Haiti, is operated by the Congregation of the Fathers of the Holy Ghost. This

religious order, founded in France in 1703, suffered severely during the French Revolution and in 1848 was combined with another order, the *Congrégation du Cœur Immaculée de Marie* which had been founded in 1842.

The Petite Séminaire Collège Saint Martial was founded in 1865 in accordance with a provision of the Concordat negotiated between the Government of Haiti and the Holy See in 1861, which provided for the training of local clergy. The founder of the school was Monseigneur Martial du Cosquer the first bishop of Port-au-Prince, whose name the school now bears. In 1871 at the request of the bishop of Port-au-Prince the direction of the school passed to the Fathers of the Holy Ghost.

The purpose of this school is threefold: First, to train seminarians to qualify them to enter training for the priesthood; second, to prepare students for admission to universities, and to give them intellectual, moral, and religious education to enable them to become outstanding men, citizens and Christians; third, to aid in the recruitment of priests for the Order of the Holy Ghost and other Orders, such as Peres de Marie, and les Salesiens.

The enrollment of the school is around 1,060. Of these, about 50 of the *Petits Séminaristes*, are full-time boarding students; 350 additional receive their midday meal at the school. All others are day students.

Students are enrolled at the age of 6 and up. The first 6 years or the elementary section is followed by a secondary 6 years—the college—leading to the *Philosophie*, roughly the equivalent of high school graduation in the United States. The French system is followed, with certain modifications to adapt the program to Haitian needs. The school is licensed by the National Department of Education and in general follows the course of study prescribed by the government for the secondary schools of Haiti.

The school holds a record, by comparison with other Haitian schools, in keeping down the number of pupils per teacher. In the first 6 grades the classes do not exceed 40 children per teacher, in the upper grades the average number per teacher is 25 to 30.

The total number of professors is around 45. Of this number 22 are priests. All of the professors in the secondary school are priests; most of the teachers in the elementary section are lay teachers, working under the direction of two priests. With few exceptions, the teachers hold the diploma of bachelor of letters and philosophy, the *brevet élémentaire* and *supérieur* or the *certificat d'aptitude pédagogique*, earned in the universities of their native countries. There are in addition a number of special-

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ists who hold graduate degrees from various outstanding universities in other countries. In general, the qualifications of the staff far exceed the requirements for teachers as established by Haitian law.

Financially, the school is dependent on tuition except for the assistance given by the Government of Haiti. Tuition rates are \$5 per month per student (October through July) for the elementary section; \$6 in the secondary section. There is a reduction in tuition where more than one boy from the same family is enrolled. Many children whose parents find it difficult to meet the tuition are helped, a few receive their education without cost.

The buildings and equipment of this institution are outstanding. Flanking a spacious court yard are two large school buildings, each four stories high, one for the elementary section; one for the secondary. An imposing chapel, a residence for the priests, a residence for the sisters, an infirmary, office and library, and various service buildings are provided. The school buildings provide approximately 50 classrooms, rest rooms, offices, a dormitory, and a small chapel. Ornamental ironwork for both school buildings has been fabricated by the students of the Centre de Rééducation, a vocational school for boys operated in Port-au-Prince by the National Department of Education and directed by a priest of the Order of the Holy Ghost.

In addition to the classrooms there is a well-equipped combination physics and chemistry laboratory, a separate laboratory for biology and anatomy, a meteorological observatory, and a seismograph. The library, the largest in Haiti, contains 20,000 volumes for the staff; 90 percent in French, 8 percent in English, and 2 percent in Spanish. Classroom libraries for students provide text and reference books appropriate to the various classes.

The significance of the contribution of this institution to education in Haiti is indicated by the activities of the graduates. Many occupy important administrative positions in business and in the professions. On an average of 25 young men complete the degree *Philosophie* at Saint Martial each year. Although the majority of them enter the University of Haiti, significant numbers also enter universities in United States, Mexico, France, and other countries.

Collège Notre Dam du Perpétuel Secours, Cap-Haitien.—This school enrolls about 210 elementary and 245 secondary level students. All are day students, each paying a modest tuition. Among the teaching staff are 7 priests, specialists in such fields as philosophy, literature, science, English, music, and religion. Among

this group are graduates of universities in Rome, Paris, Quebec, and Montreal. There are in addition 8 lay teachers, all of whom have the baccalaureat degree from a Haitian secondary school and have pursued a course of law in a Haitian school of law. Three teachers of religion have diplomas from a Haitian normal school.

This school receives substantial support from Canadian sources in addition to its subsidy from the Haitian Government and its income from tuition. It occupies excellent buildings which provide not only classrooms but a laboratory for elementary physics, chemistry and biology, a recreation field, and a chapel.

There is great variation in the subsidized private schools that are operated by private individuals. The subsidies do not provide sufficient money to run the schools, tuition payments by students may be irregular and uncertain. As a result payrolls are not always promptly met, losses are not uncommon. Buildings and equipment are often meager. In spite of difficulties, many of these private schools enjoy a real prestige and make an important contribution toward meeting the need for secondary education.

Private Nonsubsidized Schools

Irregularities in reporting and the transitory nature of some of the schools in this category make it difficult to secure accurate and complete data. Table 18 is compiled from such data as were available in the office of the Assistant Director General of Secondary Education and from a small group of Haitian educators who had first-hand information concerning the various schools.

Many of these schools offer educational service for a modest monthly tuition from preschool through the 12th year. Consequently it is sometimes difficult to identify secondary schools as such. All of those appearing in the list are licensed by the Department General of Education, several are known to exist which are not licensed.

Institution St. Louis de Gonzague—This school shares with Petit Séminaire Collège St. Martial the distinction of being among the most important educational institutions in Haiti.

The purpose of this institution is to provide a center of religious, moral, social, intellectual, artistic, and physical development for boys. It was founded by the Freres de l'Instruction Chretienne and opened September 8, 1890 with an enrollment of

132. The number has grown gradually to the present enrollment of 515 in the primary and 368 in the secondary school.

Among its instructors are holders of the following degrees: B.A.; B.S.; B.A. in religious education, M.A., and licentiates in law and science.

These degrees have been earned in University of Paris, University of Rennes, France; St. Michael's College, Rennes, France; University of Montreal, Catholic University of Washington, D.C., and others. Of the 30 brothers who teach in this school 19 are French, 8 Canadian, and 3 Haitian.

Table 18.—Nonsubsidized private secondary schools in Haiti, 1956-57¹

Location and name of school	Enrollment		
	Total	Boys	Girls
<i>Port-au-Prince</i>			
Institution du Sacré Coeur.....	199	(²)	199
Institution St. Louis de Gonsague.....	368	368	
Pensionnat St. Joseph de Cluny.....	(³)		
Collège Jean-Jacques Dessalines.....	108	108	
Collège Félicité.....	59		59
Collège Ste. Marie Tardieu.....	(³)		
Collège Simon Bolivar.....	421	421	
Cours Mixtes Secondaires de Mme. Gaetjens.....	(³)		
Collège Jose Marti.....	172		
Collège Abraham Lincoln.....	(³)		
Collège St. Vincent de Paul.....	118	114	4
Collège Duvalier Hall.....	(³)		
Institut d'Etudes Classiques.....	(³)		
Institut Georges Marc.....	(³)		
Collège St. Jean Bosco.....	(³)		
Collège St. Cyr.....	(³)		
Collège Jean-Jacques Accaau.....	(³)		
Collège Rene Bellance.....	(³)		
Collège Fernand Prosper.....	(³)		
Cours Amedee Brun.....	(³)		
Cours Privés Roger Anglade.....	(³)		
<i>Cap-Haitien</i>			
Collège Oswald Durand.....	217		
Collège Sanite Bellaire.....	168	3	165
Collège Lyssius Salomon.....	283	198	85
<i>Gonaïves</i>			
Collège Jean-Jacques Dessalines.....	(³)		

¹ From information furnished by Assistant Director General of Secondary Education.

² Secondary enrollment, this school enrolls in addition 515 boys at elementary level.

³ Enrollment figures not available at time of study.

Financially this Institution is independent of any subsidies, depending entirely on its tuition income for operating funds. Tuition rates are \$5 per month for the primary section, \$6 for the secondary.

The library, one of the best in Haiti, exceeds even the National Library in total numbers of volumes. The number of volumes reported are: French, 10,000, English, 1,000, Spanish, 700, and Special Haitian library, 8,000. There are many original documents. The library, in charge of a brother who serves as full-time librarian, is available primarily to the brothers of the school. It is supplemented by small collections of books in certain classrooms which are available to the students.

The excellence of the school is reflected in the number of its graduates who are admitted to various Universities. During the 5-year period 1951-56, these admissions were as follows:

French Universities	11	England	2
Mexico and Venezuela	11	Belgium	1
Italy	4	United States	26
Canada	2	University of Haiti	108

Being dependent solely on tuition, some of the private secondary schools are frequently in financial difficulty and unable to meet payrolls. Money for equipment is always at a minimum. These schools are often run as a side line by teachers who have other employment. They are frequently housed in the same buildings that serve as the owner's home.

They follow in general the same program of studies prescribed by law for the public schools; their teachers meet the minimum requirements. They are often the same teachers who work in public *lycées* and hold an extra job in a private *lycée*. To earn a *Certificat de Fin d'Etudes Secondaires*, students of these schools must pass the same examination required of all other students.

Characteristic of Haitian secondary education is its small number of graduates. The number of candidates presenting themselves and successfully passing the examination leading to the baccalaureate degree is summarized in table 19.

It is indicated that this number includes the graduates from all *lycées*, public, private subsidized schools, and private nonsubsidized schools, since the law requires that all students follow the same program and that students submit to the same examinations under state direction.

Table 19. — Number of students admitted and passing baccalaureate examinations, 1951-52 to 1955-56¹

Year	Baccalaureat (first part)		Baccalaureat (second part) ²	
	Admitted	Passed	Admitted	Passed
1951-52	760	359	322	282
1952-53	790	405	345	265
1953-54	918	257	490	293
1954-55	1,082	454	392	274
1955-56	1,058	301	453	269

¹ Institut Haïtien de Statistique. *Bulletin Trimestriel de Statistique*. Bulletin No. 15. Decembre 1954, p. 125; and Bulletin No. 23, Decembre 1956, p. 157.

Less than 300 high school graduates per year in a population of over 3,000,000 people suggests that a severe shortage exists of students qualified to enter training for the professions necessary to serve the population.

Chapter VI

Vocational Education

HISTORICALLY, vocational education has received little attention in Haiti. Perhaps this condition has not been more clearly indicated than in a report made in 1942, as follows:

Until 1925 there were only three vocational schools, one of which, for girls, was operated by Belgian Sisters. This number was ridiculously small, especially since innumerable rhetorical statements about training skilled workers and developing a middle class had been made. Between 1925 and 1931 only one vocational school for boys was established, but the standards and efficiency of almost all the others were lowered. In the 10 schools now operating (1942), 2 of which are for girls, there are 1,368 pupils.¹

Reports in 1945 showed that enrollments had dropped to 758.² The 5-year trend from school year 1951-52 through 1955-56 shows an encouraging increase of six vocational training institutions and an increase of 176 vocational teachers. This is exclusive of seven commercial schools with a total staff of 37 teachers reported in 1953-54.

A further trend toward increased vocational educational service is shown in table 20. This shows an increase of 67 percent in attendance at vocational schools between 1951 and 1956.

The Need for Vocational Training

This increase in vocational school attendance is timely in view of the need for vocational training in Haiti as reported by UNESCO:

¹ Dartigue, Maurice, *Educational Yearbook*, Port-au-Prince, Imprimerie de l'Etat, 1942, p. 234.

² Cook, Mercer. *Education in Haiti*. Washington, U.S. Government Printing Office, (Office of Education, Bulletin 1948, No. 1), p. 46-47.

The use of automotive and electric power is increasing rapidly in Haiti. Construction activities in housing and public improvements are especially noticeable in or near the capital. Sugar mills and oil extracting plants are working at full capacity, and at a newly established modern plant for cotton spinning and weaving the training of workers is in full swing. The banana and sisal industries, land reclamation and irrigation works in the Artibonite and elsewhere, and various sanitation projects call for an increased number of workers. Only a minor proportion of these workers are now being prepared through vocational education and training. The student body of the only real vocational school, that of the Salesian Brothers in the capital of Haiti, consists of 80 students, 20 of whom are graduated each year. Four trades are being taught in that institution: carpentry, tailoring, shoemaking, and mechanics. The tailors and cobblers learn their trade on an individual artisan basis, with no modern tools and machinery. The work in mechanics consists primarily of rebuilding motors and machine shop equipment, including simple foundry work.

The two apprenticeship and prevocational schools in the capital are inadequately planned, staffed and equipped. Their curriculum follows the antiquated patterns of some four basic trades—tailor, cobbler, carpenter, and tinsmith—with classes so large that no individual teaching or supervision is possible. The Maison Centrale is a combination of orphanage, reformatory, children's home, and elementary trade school. It lacks tools, shop equipment, and supplies. Even good teachers, if they were available, could not cope with the heterogeneous mass of youngsters sent to the institution. The Apprenticeship School is housed in fairly modern buildings just outside of town. It has possibilities for practical training and outdoor activities, but lacks a proper curriculum, staff and supervision. Several of the provincial towns still have remnants of the vocational training programmes established during the time of the American occupation of Haiti. Again, lacking trained teachers, supplies, and guidance from specially prepared supervisors, these schools can do little to increase the appreciation of a practical education in Haiti. That the need for trained workers is great, is shown by the fact that 12 of the graduates of the vocational courses in Cap-Haitien last year found immediate employment in local plants.²

The present vocational schools train a limited number of young people to enter a few skilled occupations. The degree of this training ranges from skilled cabinetmakers graduated from a leading vocational school to cobblers with the minimum training in the simplest of hand processes, who have spent a few years in a school which serves the dual purpose of prevocational training and orphanage.

No vocational or prevocational training is provided in many occupational fields which are becoming increasingly important in

² United Nations. *Mission to Haiti. Report of the United Nations Mission of Technical Assistance to the Republic of Haiti.* Lake Success, N.Y., July 1949, p. 50.

Haiti's economy as the Caribbean area is more fully utilized as a tourist resource and as its potential for industrialization is realized. Most workers now learn their trades on a haphazard or at the best on a casual apprenticeship basis.

Since there is no organized apprenticeship program in Haiti, there is no formal relationship between the current vocational training program and apprenticeship in the various trades.

Table 20.—Vocational schools, enrollment and average daily attendance, 1951–52 to 1955–56¹

School year	Enrollment	Average daily attendance	
		Number	Percent of enrollment
1951–52	1,665	1,507	90
1952–53	2,042	1,859	91
1953–54	2,272	2,098	90
1954–55	2,287	2,141	93
1955–56	2,561	2,422	94

¹ Institut Haïtien de Statistique. *Bulletin Trimestriel de Statistique*, Bulletins Nos. 7, 11, 15, 19, 23, December 1951 to December 1956 inclusive.

Vocational School Enrollment and Staff

The vocational schools, their location, and enrollment in 1955–56, are given in table 21.

It is evident from this list that vocational education, at all levels, like secondary education, is strictly an urban affair. This restriction of vocational schools to the cities is significant in that it limits availability of this training to the 10 percent of the population who live in cities. Many of the trades taught, are equally important in the rural areas, such as shoemaking, or tailoring. There is no provision at any level for instruction in agriculture above the very elementary level offered in the rural elementary schools. In view of the predominantly rural population and dependence of the country on agriculture the need of vocational agriculture courses in rural areas seems obvious. Such courses would reach the upper grade students in the rural elementary schools and provide an important preparation and supplement to the agricultural extension training programs now offered on a limited basis to farmers.

Table 21.—Vocational schools, name and location, enrollment in 1955-56¹

School	Location	Enrollment
Ecole Eli Dubois ^{2, 3}	Port-au-Prince	141
Ecole J. B. Damier	do	159
Ecole Nationale des Arts et Métiers ^{2, 3}	do	82
Maison Centrale des Arts et Métiers ²	do	358
Centre de Apprentissage St. Martin ²	do	226
Maison Populaire d'Education de Camfort ²	Cap-Haitien	171
Ecole Professionnelle du Cap-Haitien	do	95
Ecole Professionnelle des Gonaives	Gonaives	94
Ecole Professionnelle de Jacmel	Jacmel	59
Ecole Professionnelle des Cayes	Cayes	37
Ecole Professionnelle de Jérémie	Jeremie	104
Ecole Pré-Vocationnelle de Mayotte	Port-au-Prince	369
Ecole Ménagère de Martissant ²	do	282
Centre de Céramique	do	24
Centre de Rééducation ^{2, 3}	do	270
Ecole Arts Ménagers, Mme. Paul Magloire	do	48
Total		2,519

¹ From records furnished by Assistant Director General of Vocational Education, January 1958.

² Boarding schools.

³ Supported by National Department of Education but operated by priests or nuns.

The summary of staff positions for the 16 vocational schools shown in table 22 reveals that the boarding schools with exception of Ecole Elie Dubois, in general require more service personnel than professional personnel. This is obviously to provide care and supervision of boarding children. Ecole Elie Dubois, as described in chapter III, follows a plan whereby students provide their own dormitory and refectory services. Obviously this would not be possible in such institutions as Maison Centrale des Arts et Métiers which enrolls a large number of relatively young children.

The vocational education staff can justly claim many well-trained teachers who for the most part are employed in strategic positions where they can use the benefits of their training for training others. As examples, the position and qualifications of a few of the better qualified staff members are detailed below.

The Assistant Director General of Vocational Education is a graduate of a Haitian *lycée* and law school, and has 2 years of training in the Industrial Section of the Ecole Centrale d'Agriculture, after which he secured a master of arts degree from Columbia University. He later represented Haiti on an International Labour Organisation (ILO) sponsored mission to Brazil.

The director of l'Ecole J. B. Damier studied for 8 months at Hampton Institute, Va., followed by several months directed observations of vocational training institutions in Chicago, Detroit, and New York, followed in turn by a similar program of observation in Switzerland, Belgium, and France. His specialty is drafting and vocational administration. The assistant director spent 7 years in a technical school in Belgium, plus 2 years at Hampton Institute. His specialties are electricity and mechanics.

The teacher of cabinetmaking at this school studied 9 months at a special vocational teacher-training institution in Paris, and later at a teacher-training institution in Sao Paulo, Brazil.

Table 22.—Staff positions in vocational schools¹

School	STAFF			
	Administrative	Professional	Service	Total
Ecole Eli Dubois ^{2, 3}	2	13	1	16
Ecole J. B. Damier	2	14	9	25
Ecole Nationale des Arts et Métiers ^{2, 3}	1	10	10	21
Maison Centrale des Arts et Métiers ²	2	16	35	53
Centre d'Apprentissage St. Martin ²	1	14	27	42
Maison Populaire d'Education de Camfort ²	1	9	22	32
Ecole Professionnelle du Cap-Haitien	1	7	1	9
Ecole Professionnelle des Gonaïves	1	4	1	6
Ecole Professionnelle de Jacmel	1	6	1	8
Ecole Professionnelle des Cayes	1	7	1	9
Ecole Professionnelle de Jérémie	1	6	1	8
Ecole Pre-Vocationnelle de Mayotte	2	20	3	25
Ecole Ménagère de Martissant ²	1	8	16	25
Centre de Céramique	1	6	1	8
Centre de Rééducation ^{2, 3}	1	12	22	35
Ecole Arts Ménagers, Mme. Paul Magloire ²	1	8	1	10

¹ From records furnished by Assistant Director General of Vocational Education, January 1958.

² Boarding schools.

³ Supported by National Department of Education but operated by priests or nuns.

⁴ Ceramists.

The training of other teachers in the J. B. Damier school is comparable to those described. In addition, the staff of this school is receiving valuable on-the-job assistance and training from seven United Nations experts working under the auspices of ILO. These experts, French with the exception of an Italian mason, spend full time in the shops of their respective specialties

instructing teachers and students. Under the guidance of these experts, job analysis sheets have been prepared for electrical work, machine shop, and other trades, which represent an important development in teaching technique.

The qualifications of the sisters of the order of Fille de Marie de Paridaens of Belgium who staff l'Ecole Elie Dubois have already been summarized in chapter III.

The Salesian fathers and brothers who staff the Ecole Nationale des Arts et Métiers are qualified through training in Salesian vocational teacher-training institutions in United States, Canada, and Europe.

In general the vocational teachers who staff the remaining schools are graduates of Ecole J. B. Damier, Ecole Elie Dubois, and Ecole Nationale des Arts et Métiers. The teachers of academic subjects taught in the vocational schools are in general graduates of the normal training schools of Port-au-Prince. Many teachers of both categories have supplemented their basic training received in Haiti by study abroad in Europe, United States, Canada, or in Latin America.

Salaries and Budgets

The salaries of vocational school professional employees generally fall above the salaries of elementary school employees, but somewhat below the secondary school employees in several categories. Vocational school directors in general receive more than secondary school directors; vocational school professors less than secondary school professors. Specific comparison is impossible because the categories of employment are not comparable. The average salaries for various categories of positions in the vocational schools are given in table 23.

All support for vocational education comes from the Government of Haiti. There are no contributions from industry; no tuition from students. A summary of the annual budget for 1956-57 is shown in table 24.

Haiti spends 29 percent of its total budget for vocational education on the support of boarding students in the eight schools which operate as boarding schools. Many of these students are admitted to the schools on the basis of economic need of their families, for example, at Maison Centrale, rather than on the basis of their eligibility for vocational training.

Table 23.—Average salaries of vocational school employees, 1956-57¹

[All values in U.S. dollars at official rate of 5 gourdes per U.S. dollar]

Position	Number of positions	Average monthly salary	Range of Salary
Directors.....	15	\$101	\$60 to 130
Assistant directors.....	3	80	60 to 100
Superintendent (General).....	4	54	40 to 60
Superintendent.....	16	45	40 to 50
Professors.....	57	50	40 to 55
Vocational professors.....	38	58	45 to 110
Teachers (Men).....	9	48	40 to 45
Teachers (Women).....	29	50	45 to 55
Vocational helpers.....	14	45	21 to 115
Shop foremen.....	12	55	50 to 65
Foremen.....	8	61	40 to 75
Nurses.....	5	51	50 to 55
Stenographers.....	3	47	45 to 50
Service personnel.....	45	24	21 to 50
Ceramists.....	6	43	30 to 55
Others.....	12	32	21 to 50

¹ *Le Moniteur, Journal Officiel de la République d'Haiti. Budget Général de l'Exercice, 1956-57.*
Translated and adapted.

Table 24.—Budget for vocational schools, fiscal year, 1956-57¹

[All values in U.S. dollars at official rate of 5 gourdes per U.S. dollar]

Schools	Support for boarding students	All other expenses	Total
Ecole Elie Dubois.....	\$6,000	\$11,892	\$17,892
Ecole J. B. Damier.....		12,480	12,480
Ecole Nationale des Arts et Métiers.....	7,000	15,308	22,308
Maison Centrale des Arts et Métiers.....	35,422	36,596	72,018
Centre d'Apprentissage St. Martin.....	13,110	18,738	31,848
Maison Populaire d'Education de Camfort.....		25,680	25,680
Ecole Professionnelle du Cap-Haitien.....		7,392	7,392
Ecole Professionnelle des Gonaives.....		5,472	5,472
Ecole Professionnelle de Jacmel.....		5,352	5,352
Ecole Professionnelle des Cayes.....		6,692	6,692
Ecole Professionnelle de Jérémie.....		6,012	6,012
Ecole Pré-Vocationnelle de Mayotte.....		16,944	16,944
Ecole Ménagère de Martissant.....	8,000	18,928	26,928
Centre de Céramique.....		7,200	7,200
Centre de Rééducation.....	28,716	24,084	52,800
Ecole Arts Ménagers, Mme. Magloire.....	4,400	8,400	12,800
Central Office.....		27,600	27,600
Total.....	102,648	254,770	357,418

¹ *Le Moniteur, Journal Officiel de la République d'Haiti. Budget Général de l'Exercice 1956-57.*
Translated and adapted.

Admission Requirements and Program of Studies

The program in the different schools varies so much that it is impossible to establish or describe general admission requirements. For example, pupils at Maison Centrale are admitted at age 10, on a "first come first admitted basis." They are primarily boys from needy families who are seeking institutional placement for their children. These boys remain at the school 10 months per year for 10 years. The school provides food, lodging, and medical care; the parents provide clothing insofar as possible. During their 10 years stay the boys are expected to complete elementary school and secure prevocational training in carpentry, shoemaking, tailoring, and general shop. The training objective is to prepare them for vocational training proper or to work as semiskilled carpenters, cobblers, tailors, and for other trades, largely self-employed, in the rural areas. These boys do a large part of their own dormitory and dining room work.

At Ecole Nationale des Arts et Métiers (Salesiens) the admission requirements are:

Article 71.—To be admitted to the Ecole Nationale des Arts et Métiers (Salesians Fathers), the candidate must not be older than 15 or younger than 14, he shall take an entry examination based upon the program of *Certificat d'Etudes Primaires*.

Article 72.—The following documentations are required:

1. Copy of the applicant's birth certificate.
2. A health certificate delivered by the National Service of Hygiene.*

Candidates also take a competitive admission examination which eliminates about 85 percent of the applicants.

The admission requirements and program for Ecole Professionnelle Elie Dubois have already been described in chapter III.

The program in all vocational schools provides for academic and religious study in addition to the vocational subjects. A schedule of courses for l'Ecole Professionnelle J. B. Damier, indicating hours per week of various subjects is shown in appendix A.

The following vocational courses are also taught: Machine shop practice, sheet metal, general mechanics, auto mechanics, plumbing, elementary electricity, masonry, tailoring, cabinetmaking. Drafting is emphasized and students are taught to work from blueprints.

* Département de l'Instruction Publique, Règlements Intérieurs. Translation from page 29.

In contrast is Ecole Professionnelle J. B. Damier and the professional schools in Cap-Haitian, Gonaives, Cayes and Jacmel where the admission requirements are:

Article 68.—To be admitted to the courses of cutting (tailoring), cabinetmaking, forge and masonry of the vocational schools of J. B. Damier and the provinces, one must not be less than 14 years old and have a *Certificat d'Etudes Primaires*.

Only the students who have their *Brevet Elémentaire* or a certificate stating that they have done at least their Cinquième will be admitted to the shops of automobile-mechanic, general mechanic, radio and electricity.

Article 69.—The examinations for admission take place during the second part of September at the school.

Article 70.—The applications for admission must be sent to the school's administration and shall have the following documents:

1. Copy of the applicant's birth certificate.
2. A *Certificat d'Etudes Primaires* or Cinquième or *Brevet Elémentaire*, according to the case.
3. A health certificate delivered by the National Service of Hygiene.
4. A certificate of good behaviour from the director of the last attended establishment.^a

The method of instruction emphasizes hand processes and benchwork during the first year, with machine work of gradually increasing difficulty during the second and third years. Emphasis is placed on gaining perfection in isolated skills and the production of models, (such as model wood joints, perfectly squared blocks), as a means of gaining skills with tools and experience with materials. However, in the course in machine shop practice each student had produced a "master piece" as evidence of his proficiency. In several instances this was a small machine for cutting metal. This project had involved many processes, such as cutting, shaping, grinding, boring, and hardening.

The programs in other schools are similar in content to J. B. Damier for boys, Elie Dubois for girls, but they vary widely in the quality of training produced. An overall view of the types of training and the number of people completing the various courses can be secured from table 25.

Upon satisfactory completion of the courses students are given *certificat de fin d'etudes professionnelles*. This certificate specifies the course followed and reports general average grades earned in academic and vocational courses.

Graduates in electricity, machine shop practice, and auto

^a *Ibid.*, p. 20.

mechanics frequently find employment in small factories and garages in Port-au-Prince. A few graduates of the superior schools find employment as teachers in other vocational schools or in the public schools and in the home economics centers. Many became self-employed in small shops.

Table 25.—Number of diplomas awarded in each vocational specialty, school year 1955–56¹

Specialty	Men	Women	Total
Home Economics		77	77
Shoe making	4		4
Tailoring	11		11
Cabinetmaking	8		8
Electricity	4		4
Hotel service	10	4	14
Masonry	3		3
Mechanic (general)	8		8
Mechanic (automobile)	3		3
Weaving	2		2

¹ Institut Haitien de Statistique. *Bulletin Trimestriel de Statistique*, Bulletin No. 23, Decembre 1956, table 93-1B, p. 158.

Buildings and Equipment

The buildings in which vocational schools are housed are in general, good; with the exception of l'Ecole J. B. Damier, were originally constructed for use as school buildings. Many do not now afford adequate space. The possibilities of expansion are often limited because of the small sites.

The Maison Centrale des Arts et Métiers is housed in a new building occupied in October 1957. Most of the rooms are utilized as elementary class rooms and dormitories. Shop space is adequate for the prevocational shops being established. The nearby Centre de Rééducation is also well-housed, although the building is not new.

The Centre de Ceramique with its attractive display and sales-room is housed in three small open sheds on a lot at the rear of the offices of the National Department of Education.

Buildings for vocational schools in the provinces are in general good, particularly Masion Populaire d'Education de Camfort and l'Ecole Professionnelle du Cap-Haitien at Cap-Haitian. Gonaives also has adequate housing for its l'École Professionnelle de Gonaives.

As to equipment, l'Ecole Professionnelle J. B. Damier and l'Ecole Nationale des Arts et Métiers seem the most fortunate. UNESCO has recently spent approximately \$65,000 for new machines and tools for l'Ecole J. B. Damier. It has a variety of lathes and other metalworking machines. Its woodworking shops have bandsaws, a shaper, planers, and jointers. Its automobile mechanics shops have good service and repair equipment including a crankshaft grinding machine and a bearing-boring machine. Hand tools are in good variety, all tools and equipment appear well cared for.

The equipment at l'Ecole Professionnelle Elie Dubois has already been described in chapter III. Equipment in other schools is more meager, much of it worn out or obsolescent. In smaller schools the supply of handtools is often inadequate.

Licensing Commercial Schools

During the 5-year period from 1951 to 1956 the seven commercial schools in Haiti, all located in Port-au-Prince showed a decline in enrollment from 849 to 646, about 24 percent. This may reflect the fact that many girls seeking training as bilingual secretaries or stenographers go to nearby English-speaking Jamaica for their training. Some who can afford to do so, go to the United States for training.

There are no government-supported commercial schools. All of the licensed schools are privately owned and operated but under government license and under the general supervision of the Assistant Director General of Vocational Education.

Certain government-supported schools such as Elie Dubois give commercial training. The law concerning the licensing requirement and specifying standards and so forth for the commercial schools are given in appendix B. The licensed schools and their enrollments as of school year 1957-58 are shown in table 26.

The majority of the students attend afternoon and evening classes as many of them are already employed. Men enroll for the most part in accounting classes, girls in stenography and typing.

Three of the directors, who are also the owners of commercial schools, have completed one or more correspondence courses in accounting. One of the directors has diplomas representing the completion of 12 such courses. Another director has in addition a diploma for 4 years of training at l'Ecole d'Administration

de Paris. Most of the directors either hold jobs or do custom accounting in addition to the management of their schools.

Instructors in commercial schools are required by law to be graduates of a licensed commercial school. In addition to this minimum requirement many of them have had training in United States, Canada, or elsewhere abroad. English proficiency is of course essential for teachers who teach English shorthand.

Table 26.—Enrollment and number of teachers in licensed commercial schools, school year 1957-58

School	Enrollment			Number teachers
	Men	Women	Total	
Académie Commerciale Jules Taylor.....	200	100	300	9
Ecole de Commerce Maurice Laroche.....			143	4
Ecole Spéciale Robin.....	30	51	81	4
Centre d'Etudes Commerciales.....	44	20	64	7
Institut Commercial Joseph Poujol.....	115	55	170	6
Ecole Commerciale Jean-Marie.....		100	100	3

Salaries of teachers average approximately \$50 per month. Remuneration of the director depends on the profits from operating their schools. Losses are not uncommon.

Tuition fees vary only slightly from school to school. They are generally \$3 to \$5 per month for typing; \$5 per month for shorthand and \$5 per month for accounting. Fees for English shorthand are frequently higher than for French shorthand.

The buildings housing the commercial schools are, with one exception, dwellings with various degrees of modification. At one extreme the classrooms were little more than poorly lighted sheds; at the other, a relatively new building had been designed and built by the owner-director for school use. This building provides an air-conditioned office and one air-conditioned classroom for advanced students in office management, a snack bar, and a library. With this exception, the classrooms are generally crowded, poorly furnished, and poorly lighted. There is little equipment other than typewriters. There is little opportunity yet to learn how to operate computing machines, and no opportunity to learn to operate the more complex posting and book-keeping machines.

Other Programs

Since 1945 Haiti has realized possibilities of increased revenue from tourists, but one of serious problems has been to find properly trained staff for its tourist hotels. L'Ecole Hotelière d'Haiti under the control of the Department of Labor of the Government of Haiti was an effort to meet this need. In 1952 the United Nations inaugurated a program of technical assistance for this school and provided a number of technicians, including a French chef to train cooks who could train other cooks. Another specialist supplied by the United Nations had been an assistant director of a hotel training school in Nice, France. A former Haitian director of the l'Ecole Hotelière had studied hotel technology in France as a beneficiary of a United Nations scholarship.

The program offered included cooking, accounting, English, French, bar and restaurant management, and general hotel technology. The course extended two years. The maximum enrollment reached was 70, the majority being girls training as chambermaids and waitresses. Twenty-four were graduated in 1955.

During a comparatively brief period, the vocational education program in Haiti has developed some centers where reasonably adequate training is provided for a small number of students. The capacity of the program is reportedly still far below the needs of the country. Many believe the program is hampered by its secondary role of providing boarding homes for needy boys. Many innovations and improvements are needed to provide vocational training for Haiti's young people.

Chapter VII

Adult Education

PRIOR TO THE FIRST official effort of the Haitian Government in 1943 to alleviate the extensive adult illiteracy that has existed throughout the history of Haiti, many private and religious organizations concerned themselves with this problem. Among these were: *Mission Patriotique des Jeunes* (Youth Patriotic Mission); *Jeunesse Catholique Haitienne* (Haitian Catholic Youth) and *Ligue de l'Enseignement par le Créole* (League for Teaching in Creole), and in 1943 *Committee McConnel-Bourand-Dorsinville-Bouchereau*. These groups, active at various times between 1932 and 1943, all tried to teach the adult illiterates the most elementary idea of reading, writing and arithmetic, teaching either in Creole or French.¹

In 1943, the Government of Haiti officially recognized the need of adult education by sending a representative of the National Department of Education to the Committee McConnel-Bourand-Dorsinville-Bouchereau. The Committee then became the *Comité de diffusion de l'Enseignement par le Créole* (Committee for Diffusion of Teaching in Creole) and was administratively attached to the Section of Primary Instruction of the National Department of Education with an annual budget of \$7,000. This committee used the Laubach method.

In 1947, following a series of meetings called by the National Department of Education, legislation was proposed to the National Assembly which resulted in changing the *Comité de Diffusion de l'Enseignement par le Créole* into the office of the *Direction Generale de l'Education des Adultes* (General Administration for Adult Education).

¹ Translated and adapted from a letter supplied by Lelio Faublas, Assistant Director for Education of Adults, National Department of Education, Port-au-Prince, Haiti, July 13, 1957.

Foreign governments have provided various technical assistance and other aid in the field of adult education. In 1948, on request of the Haitian Government, UNESCO initiated an experiment in adult education in connection with its fundamental education program at Marbial. The director of the General Administration for Adult Education became the director ad hoc of this Marbial literacy experiment.

In 1949, at the suggestion of the Director of Adult Education, the Department of Labor opened a few (literacy) centers for the laborers working for the Department, giving the courses under the supervision of the director of the adult education program.

By a law of September 7, 1951, the work of these two departments in adult education was separated into two organizations, "Workers Education," under the Department of Labor; the General Administration for Adult Education became the Section of Adult Education of the National Department of Education.

In 1953 the Government of Haiti built an experimental training center for adult educators at Bayeux and staffed it with graduates of the UNESCO Fundamental Education Center at Patzcuaro, Mexico. These graduates had all attended the Fundamental Education Center on UNESCO scholarships.

Aims and Objectives

The aims and objectives of the program of adult education, as stated in the law establishing the General Administration of Adult Education are—

Complete elimination of illiteracy by distributing among the five Departments (of the Republic) schools for adults and by using methods for reading and writing capable of giving the best results (phonetic, Creole and etymologic French).

Organization of centers for manual work with qualified organizations.

Organization of elementary work for propaganda and the training of a specialized personnel.

Organization * * * of a crusade of general education by means of oral and written propaganda; basic education, community teaching, teaching of hygiene, civic instruction, geography, practical arts, agricultural technic and introduction to a standard of life which should improve the existing situation in the communities.

Complex Factors

Since adult education programs in Haiti must be conducted in Creole, the program has become the center of several strongly

conflicting points of view. For example, one group of influential Haitians doubts the wisdom of making the peasants literate; others doubt the peasants capacity to become literate. On the contrary, many religious groups encourage literacy because of the advantage it offers in extending religious teaching to the people of the Republic. The problem is further complicated by the fact that French is the official language of the country and of the schools, and all textbooks, except the few pamphlets printed in Creole for adult education classes, are printed in French. Many peasants recognize French as a necessary stepping stone to better living and greater prestige, but do not recognize learning to read Creole as a useful stepping stone in learning to read French. Consequently, they are less than lukewarm about learning Creole.

Efforts to reduce the approximately 90 percent illiteracy existing in the Haitian population 15 years of age and up are retarded by a complex of social and cultural factors. These factors, particularly in the matter of the language of instruction are reported to have made it necessary to abandon methods agreed upon by teachers and linguists as the most effective; and to substitute some less effective methods.

The language aspect of this problem is described as follows by the UNESCO technical assistance team that worked in Marbial Valley from 1948 to 1951:

Literacy teaching, and indeed all education outside the home whether of adults or of children, has been handicapped by the language problem. Although French is the official language of the country, few of the peasants of Marbial can speak it intelligibly * * * The rare peasant who can understand the sense of what he reads and who can write correctly is of the greatest assistance to his whole neighbourhood. It is he who is called into consultation by the litigants in the interminable lawsuits, and he is also, of course, the local letter writer.

The native Creole language is a development from a reduced or pidgin variety of French, originally spoken between masters and slaves in the 17th and 18th centuries, to which considerable borrowings from West African languages have been added. Haitian Creole is not a dialect of French, but an independent language, about as closely related to French as modern Italian is to Latin. Its phonetics differ somewhat from those of standard French, but it is very close to French in phonetic structure. The vocabulary is overwhelmingly French in origin, but its grammatical structure shows some features which are common to both French and West African languages, some which are peculiar to French and some to West African speech.

Experience in many countries has demonstrated over and over again that it is much easier to make a people literate if the individual learns to read and write in his mother tongue. However, the use of Creole in Haiti has met with much opposition. The resistance, which has impaired the

efforts to spread education, is due mainly to the fact that Creole lacks any cultural prestige. There is a widespread notion that Creole is merely a patois or a corruption of French with no grammar of its own, and therefore not worthy of serious consideration.

One of the first attempts to teach the children in their own language was made by Christian Beaulieu, a Haitian educator who worked out a method based on traditional French orthography. The experiment was not entirely successful, for many of the pupils were discouraged by spelling difficulties. The Rev. Ormond McConnel endeavoured on the contrary to introduce a system for transcribing Creole which would be both simple and rational and would make it easier to teach. Stimulated by these educators, the Haitian Government in 1943 obtained the services of an expert in literacy campaigns, Dr. Laubach. After a thorough examination of the problems, he recommended the adoption of the system proposed by his predecessor, Mr. McConnel. Official approval of this system resulted in vigorous efforts to educate the masses. Their success showed that the use of the vernacular could both simplify and accelerate the literacy campaign.²

The history of adult education in Haiti lead Donald Burns, a UNESCO expert in production of literacy teaching and reading materials, to observe further:

*** it would be a fallacy to assume that the choice of an orthography can in all cases be determined solely on grounds which are linguistically or pedagogically desirable. Indeed the pressure of social groups within the community may make it difficult if not impossible to secure the acceptance of the linguist's choice, however evident its advantages may appear to be. There can be few countries which have experienced more acutely the problem of choosing an orthography than Haiti—a country which on account of its situation and the influences to which it is subject, reveals the complexity of the problem in a way which must be unique ***

Some enquiry into the purpose for which a vernacular language is to be used arises inevitably during the choice of its orthography. In Haiti where no Creole is taught at any stage in any of the country's schools, and where virtually the whole of the literate population is literate in French, it is understandable that the vernacular should be considered as no more than a bridge to French and should be accepted as a medium of instruction on this condition alone.³

Adult Education Centers

The vicissitudes of adult education in Haiti are probably reflected in the variation in the number of training centers and the number of teachers (table 27).

² UNESCO. *The Haiti Pilot Project. Monographs on Fundamental Education, No. IV of series, publication No. 796.* UNESCO, Paris, 1961, p. 38-39.

³ Burns, Donald. *Social and Political Implications in the Choice of an Orthography. Fundamental and Adult Education.* UNESCO, Paris. Vol. V., No. 2, April 1963, p. 80-81.

Table 27.—Adult education centers, number of centers and instructors, 1951–56¹

Year	Total		Department of Education		Department of Labor	
	Centers	Staff	Centers	Staff	Centers	Staff
1	2	3	4	5	6	7
1951	270	327	156	213	114	114
1952	437	543	235	317	202	226
1953	574	574	335	335	239	239
1954	448	463	213	213	235	250
1955	486	526	261	288	225	238
1956	525	.....	300	.....	225	.....

¹ Institut Haïtien de Statistique. *Bulletin Trimestriel de Statistique*, Nos. 3, 7, 11, 15, 19, 23.

More significant perhaps than the number of centers and instructors is the trend in enrollments and average daily attendance at the centers, as shown in table 28. This, however, shows a somewhat declining trend over the years from 1953 to 1956, the last year for which complete data were available, when this study was made.

Table 28.—Enrollment and average daily attendance at adult education centers, 1951–56¹

Year	Total			Department of Education			Department of Labor		
	Enrollment	ADA	Percent of Enrollment in ADA	Enrollment	ADA	Percent of Enrollment in ADA	Enrollment	ADA	Percent of Enrollment in ADA
1	2	3	4	5	6	7	8	9	10
1951	7,417	.....	.....	5,669	.....	.....	1,748	.....	.....
1952	11,134	.....	.....	8,673	.....	.....	2,461	.....	.....
1953	17,185	10,094	59	13,218	7,592	57	3,967	2,502	63
1954	16,494	9,003	55	11,262	5,612	50	5,232	3,391	65
1955	16,239	8,487	52	11,193	5,444	49	5,046	3,043	60
1956	16,046	8,116	51	11,656	5,429	46	4,390	2,687	61

¹ Institut Haïtien de Statistique. *Bulletin Trimestriel de Statistique*. Various issues.

Centers for adult education are frequently evening schools. Many of them are in villages and a few in cities, but the more typical center is a rural school or other gathering place. Such a center is described by UNESCO as follows:

The Center of Charitable Cyprien, in the section of NA-Magò, is typical of many of these schools. It is an open shed erected near a cross-road in a clearing outlined by white stones. Its position is indicated by a large sign and by the national flag which floats from a flagstaff. The school is surrounded with trees and shrubberies, groves of coffee-trees providing shade and coolness. The furniture is rudimentary: a single table, five benches on posts planted in the ground, and two or three chairs. Charitable Cyprien the director of the school, and his assistants give reading lessons to their peasant neighbours every day between noon and 3 o'clock and have about 120 pupils. During the last 18 months, 57 have learned to read, some being youths between 15 and 25 years of age and others men of about 40. Some 20 children between 7 and 14 years of age also attend the school. The director and his assistants receive a monthly grant of \$16 from the Office of Adult Education in Port-au-Prince and the school is regularly visited by inspectors from Jacmel who encourage the efforts being made and, within the very scanty possibilities of the administration, supply some reading materials. . . .

Mimeographed sheets take the place of information pamphlets concerning such fundamental problems as agriculture and hygiene. Spelling books for learning Creole are hastily published at the lowest possible price, which means that their typographical presentation is unsatisfactory. The only reading material is represented by the small collection *Konèds sé richès* which comprises a short History of Haiti, a book on agriculture and another on hygiene, the latter without pictures. The textbook on arithmetic has only a few mimeographed pages . . . If an effort is not made to give the peasants more reading material, the future of fundamental education in the whole of the Haitian countryside will be seriously jeopardized.⁴

Teachers for the literacy centers are largely public school teachers or others who can read and write. They frequently serve as a literacy teacher in addition to their teaching positions in a school for children. About half of the teachers have had training at the fundamental education training center at Bayeux and the teacher training center at Lafond. In centers where these teachers are employed, programs of community work are carried on in addition to the literacy program.

The subjects taught in the literacy program are reading, writing, arithmetic, hygiene, civics, history and geography of Haiti, all taught in Creole vernacular. The community work carried on in certain centers includes organization of general community meetings, building latrines, providing first aid, building

⁴ *The Haiti Pilot Project*, op. cit., p. 27.

houses, visiting homes to give assistance with agricultural problems, soil conservation work, improving water supplies, village cleanup programs, building beds for homes, and general improvement of houses.

Teacher training for special teachers in adult education is centered at the fundamental education training center at Bayeux and a training center at Lafond. The training program at Lafond includes theoretical and practical agriculture, organization of cooperatives, methods of approach, administrative geography, fundamental education, education of adults, practice teaching, community work, recognition of certain diseases, first aid, home economics (cutting, sewing, cooking, baking, child care), and shop work (basketmaking, ceramics, cabinetmaking, weaving).

A person can secure a diploma of literacy by satisfactorily passing the examinations which are offered periodically at the literacy centers. These examinations are of the general type that require the examinee to read a prescribed paragraph and indicate his comprehension and ability to write by writing answers to questions related to the material read. The examinations also require performing certain exercises in the fundamental operations of arithmetic and the solution of simple problems.

No summary statement of the results of the adult education program carried on by the Department of Labor was available at time of writing this report. The Assistant Director for Adult Education of the National Department of Education reports:

From 1943 to this date (1951) 13,089 adults have received their diploma of literacy. That is to say that 13,089 adults have satisfactorily passed the examinations which entitle them to the diploma * * * But one can state that more than 40,000 persons have learned to read, write and calculate who have abandoned the course before receiving their diplomas.¹

It is believed that adult education in Haiti will continue to be handicapped until indecisions resulting from conflicts of opinion concerning the language of instruction are resolved. Then, assuming funds are available, greater progress may be anticipated in the methods of instruction, the provision of suitable instructional materials, and the provision of reading material for the neo-literate. The number of illiterates in the population indicates that in spite of the vigorous efforts of interested people, only a beginning has been made.

¹ Translated and adapted from a letter supplied by Lelio Faublas, Assistant Director for Education of Adults, National Department of Education, Port-au-Prince, Haiti, July 13, 1957.

Chapter VIII

Higher Education

THE UNIVERSITY of Haiti was established by decree of President Elie Lescot on December 23, 1944.¹ Subsequently separate decrees established various colleges and schools within the framework of the University, for example, the decree of August 21, 1945 establishing a Faculté des Sciences. However, certain of the present colleges and schools were in existence before the establishment of the University, often as private schools which were later incorporated into the University.

This is the only University in Haiti. Located at Port-au-Prince, the University is the cultural capital of the Republic. Handicapped by meager and scattered physical facilities and an inadequate budget, the University has nevertheless succeeded in attracting some highly qualified professors to its staff. Its graduates make an important contribution in meeting the needs of Haiti for trained technicians, administrators, and professionals.

Organization and Administration of the University

The general development of the various departments and their federation by law into the framework of the University are described in the following translation from the introduction of the University bulletin published in 1950:

Most of our institutions for superior education are of rather recent origin * * * They have developed independently of one another until 1944. Although the idea of grouping our superior schools under the academic direction of a rector of the University is not new, it was only in 1944 that a law gave this form to the University.

¹ See appendix B, page 165, for translation of Decree-Law of December 23, 1944.

The University of Haiti comprises on one hand the College of Law, of Science (including the Polytechnic School and the School of Surveying); and the Superior Normal School for letters and sciences . . . all administratively related to the Ministry of Education. On the other hand there are the Colleges of Medicine and Pharmacy and Dentistry, and the National School of Agriculture . . . administratively related to the Ministry of Public Health and the Ministry of Agriculture.

Other specialized superior schools, the Military Academy, the Grand Seminaire Apostolique Notre-Dame, the Institute of Ethnology are not actually a part of the University, although they grant diplomas of superior education in accordance with the various laws governing them.

The professors teaching at the University are for the most part Haitians. However, there are some French and American professors provided as part of the collaboration of the Institut Francais and the Haitian American Institute with the University of Haiti . . .

The report on each institution has been prepared by its respective dean or director. The result is a lack of unity in the presentation of this work (bulletin). But this diversity reflects the very life of our University in which each organization keeps its own character and a little of its original independence.²

The departments of the University with the number of their respective teaching staffs and average annual enrollments for the school year 1955-56 are shown in table 29.

Administratively the University is under the control of the Minister of National Education. A rector is the chief administrative officer. He is the chairman of the Council of the University which is composed of the deans of the various faculties, and the directors of affiliated colleges, schools, and institutes. The rector is appointed by the President of the Republic from three names submitted by the Minister of National Education.

Each college or school of the University is under the immediate administrative and academic direction of its respective dean or director.

To assure adequate liaison with other public instruction services there is also a consultative council consisting of the members of the Council of the University, the Director General of Urban Education, the Director General of Rural Education, and the Director of the General Hospital. This council is required to meet twice a year and may be called into extraordinary session by the Minister of National Education.

There is no complete published list of the professional staff with their respective academic degrees, honors and activities.

² Universite d'Haiti. Bulletin No. 1, Vol. I, June 1950, p. 9 and 10. Imprimerie de l'Etat, Port-au-Prince, Haiti.

However, conferences with the deans and directors of the various colleges and schools reveal that many members of the staff hold advanced degrees from European, Canadian, and American institutions of higher learning.

Table 29.—Number of professors and average annual enrollment, University of Haiti, academic year 1955-56¹

College or school	Number of professors	Average annual enrollment		
		Total	Men	Women
Polytechnical school (<i>Ecole Polytechnique d'Haiti</i>)	27	84	84	
School of Surveying (<i>Ecole d'Arpentage</i>)	4	12	12	
Superior Normal School (<i>Ecole Normale Supérieure</i>)	24	62	44	18
College of Law (<i>Faculté de Droit, Section Sociale et Administration</i>)		7	4	3
College of Law (<i>Faculté de Droit, Section Juridique</i>)	5	223	209	14
College of Law (<i>Ecoles de Droit du Cap-Haitien, Cayes, Gonaïves, et Jérémie</i>)	22	97	96	1
College of Medicine (<i>Faculté de Médecine</i>)		229	211	18
School of Pharmacy (<i>Ecole de Pharmacie</i>)	38	28	15	13
College of Dentistry (<i>Ecole d'Art Dentaire</i>)	19	44	38	6
School of Nursing (<i>Ecole des Infirmières</i>)	8	95		² 95
National School of Agriculture (<i>Ecole Nationale d'Agriculture</i>)	10	31	31	
Theological Seminary (<i>Grand Séminaire Notre-Dame</i>)	6	30	30	
Institute of Ethnology (<i>Institut d'Ethnologie</i>)	7	19	15	4

¹ Institut Haïtien de Statistique. *Bulletin Trimestriel de Statistique*. No. 23, Décembre 1956. Compiled from table 91-1, p. 155, and table 93-1, p. 159.

² From data supplied by the Director.

The fiscal organization of the University is complex. Certain departments draw financial support from the University budget and in addition receive some support from certain government departments. On the other hand, some departments, for example, the National School of Agriculture, while identified as a department of the University, receives all of its financial support directly from the Department of Agriculture. The College of Medicine is supported by the Department of Public Health.

In general the University depends entirely for funds upon the Government of Haiti. It receives no grants in aid other than for certain specific scholarships, and has no endowments.

Salaries for professional staff are low. The average for 10 administrative officers including the rector, deans of colleges and general secretaries of the colleges is \$202 per month.

The average monthly salary of 100 professors is \$97.80. However, these average salaries must be interpreted in view of the common practice of a professor holding several part-time positions rather than devoting full time to a single position which pays a living wage. For example, the low monthly wage rate set for many professors in the College of Medicine represent stipends paid to practicing physicians who spend only a few hours per week teaching in addition to the time spent in their private practice.

The Government of Haiti, through the University, budgets \$1,050 per month to the support of six professors supplied by the Institut Francais to the Superior Normal School. The Government also budgets to the Grand Seminaire Saint Jacques, France, \$300 per month to aid in training French priests for service in Haiti. The Government of Haiti likewise budgets \$100 per year to the Union of Latin American Universities.

Departments of the University of Haiti

Following is a brief résumé of each of the departments of the University. These summaries are drawn in part from the published materials available and to some extent from interviews with the deans of the departments and visits to the various establishments.

Much detail concerning the organization and regulation of the various departments of the University is contained in the decree laws of the Government of Haiti relative to the various schools and colleges. For this reason many of the decree laws or excerpts from them are reproduced in appendix B.

Polytechnical School of Haiti

Founded in 1902 by a group of distinguished Haitian educators as the School of Applied Sciences and later designated the Polytechnical School of Haiti; this department of the University provides—

- A preparatory year to give students an opportunity to become sufficiently proficient in mathematics and science to undertake the regular courses,
- A course in civil engineering,
- A course in architecture,
- A course in mechanics and electricity.

Admission requirements for the 3-year course include a *certificat d'études secondaires*, part 2, or a certificate for preparatory courses majoring mathematics, physics, and chemistry. (See appendix A for program of studies.) Each section of the school awards a diploma for satisfactory completion of the course work.

A limited number of scholarships are offered in the Polytechnical School, depending on available funds in the University budget. The regulations governing these scholarships are made by the Council of Professors of the College of Sciences with the approval of the Minister of Education and the Minister of Public Works. Arrangements are also made for a limited number of upper level students to secure part-time employment in the Ministry of Public Works, thus giving them practical experience in irrigation, road construction, bridge building, and other work performed by the Ministry.

The physical plant consists of three buildings. Two of these are very old, and are not at present used. The third provides seven class rooms and an office for the dean and secretary. The school is without laboratories or shops or demonstration equipment. As a result instruction is limited almost exclusively to textbook and examination activities, plus the limited amount of observation and practical work made possible by visiting small industries and shops in Port-au-Prince and by working for the Ministry of Public Works.

School of Surveying

By a Decree Law of September 15, 1945,¹ a school which had been in operation as the Course of Surveying was transformed to School of Surveying and became affiliated with the College of Sciences of the University.

Admission requirements for the School of Surveying are:

To be a Haitian.

Be at least 20 years old.

Have completed the third year of secondary school studies.

To be in good health.

To be of good moral standards.

To have a certificate of good behaviour and freedom from arrest signed by the Registrar of the Civil Court.

¹ Université d'Haïti. *Bulletin No. 1*, Vol. 1, June 1950, p. 110. Imprimerie de l'Etat, Port-au-Prince, Haïti.

A special provision for five scholarships is made by the National Department of Education. Each scholarship pays \$15 per month for the 10 months of the school year and specifies that the recipients of the scholarships must be the five students from the provinces who made the best marks in the admission examination.

The courses offered and the coefficients assigned to them in computing average grades are as follows:

<i>Courses</i>	<i>Coefficients</i>	<i>Courses</i>	<i>Coefficients</i>
Mathematics	2	Legislation	1
Theoretical surveying	3	Application	1
Surveying	3		
Drawing	3	Total	13

The grade for "application" takes into account the student's attendance during the 3 months marking period.

To calculate the general average, the averages for the first two trimesters are each increased by the coefficient 1, and the third trimester by the coefficient 2.

The School of Surveying is housed in the same building as the Polytechnical School.

Superior Normal School

Superior Normal School of the University has already been described in chapter III, under the heading of Teacher Training Institutions.

College of Law

The College of Law, one of the oldest departments of the University, originated as a special school for teaching law in 1859.⁴ It then became the National School of Law in 1890 and the College of Law by enactment of a law of February 24, 1944.

In addition to the College of Law in Port-au-Prince, there are four free Schools of Law, one each, located in Cap-Haïtien, Gonaïves, Cayes, and Jérémie, described as follows:

These are private institutions and recognized as Public Services. Without being affiliated, they are nevertheless controlled by the University of Haiti which confirms the diplomas delivered by them.

⁴ Université d'Haiti, *Bulletin No. 1*, Vol. 1, June 1950, p. 145. Imprimerie de l'Etat, Port-au-Prince, Haiti.

To be admitted to these schools a student must have the *certificat d'études secondaires*, part 2.

Length of studies: 3 years.⁵

For admission to the College of Law, a student must have the following:

A copy of his birth certificate.

A *certificat d'études secondaires*, second part, or a certificate of equivalent training.

A certificate of good moral standards delivered by the Mayor or the justice of peace, of his home community.

A certificate of good health from the National Service of Hygiene, stipulating that he does not have any contagious disease.

Two identification photographs.

An authorization from his guardian if he is a minor.⁶

Examinations are provided for as follows:

Article 25.—The scale of marks is fixed from 0 to 100. It may be modified by the Council of the University of Haiti. Any marks 0 to 15 obtained at the annual examination for any of the courses is eliminatory and thus exclusive of all average.

Article 26.—The examinations are made by the Professors sitting as Jury under the chairmanship of the Dean and with a representative of the general administration of Urban Education.

The choice of the written questions is done by the Dean of the College in the presence of the examination Jury. This choice is based upon a list of 12 questions at least, submitted by the interested Professor, as well as upon the ones proposed by a member of the Jury.

Article 27.—The students take their examinations at the end of the first and second trimesters and at the end of the year.

The trimestrial examinations are exclusively written and cover all the subject matter taught.

The annual examination covers all the subject matter taught and is divided into a written and oral examination.

Article 28.—To be admitted at the oral tests, the student must get a general average of 65 percent upon all the written trimestrial and annual examinations.⁷

Successful completion of the examinations at the end of the course and securing a diploma qualifies a graduate to practice law. No additional license to practice is required from the Government.

⁵ *Ibid.*, p. 166.

⁶ *Ibid.*, p. 161.

⁷ *Ibid.*, p. 163.

Each professor is required to give to the dean of the College of Law, in October of each year a detailed statement of the course of study which he will offer for the coming year.

A full description of the general administrative organization, the qualification and duties of the deans, professors, librarians, and other officers as well as regulations covering admission, graduation and conduct of students is provided in appendix B as a translation of the law establishing the College of Law as a part of the University of Haiti. The course of study is given in appendix A.

The library, consisting of approximately 2,000 volumes, including French, English, and Spanish works of law, is housed in the same building with the College of Law and under the supervision of a full-time librarian. A 10-volume set of Louisiana Revised Statutes, given to the library by the State of Louisiana and the Louisiana State Law Institute in 1956, displays a certificate which reads in part:

In recognition of the cordial relations between the Republic of Haiti and the State of Louisiana and their common civil law heritage.

The College of Law is housed in an attractive two-story building which provides three auditorium-type classrooms each seating over 100 students. There are offices, a library, and a large foyer in this building.

College of Medicine

The School of Medicine was raised to the status of a College of Medicine in October 1938. The College of Medicine, the College of Dentistry, the College of Pharmacy and the School of Nursing, while retaining their identities, collaborate in many ways. Located within a short distance of each other, they share laboratory, library, and lecture room facilities. Students from all four departments share nonspecialized preparatory courses, for example, in physics, chemistry, and biology.

For admission to the School of Medicine, the School of Pharmacy, or the School of Dentistry, a Haitian applicant must present a *certificat d'études secondaires*, plus certain civil documents, and a certificate of good behaviour. (See appendix B.) Of 154 applicants for admission in 1957 only 40 were admitted. This restriction of admission reflects not only the difficulty of meeting the

admission requirements but the fact that enrollment must be limited because of the limited facilities.

The dean of the College of Medicine also serves as the dean of the College of Pharmacy. Many of the professors teach courses in both medicine and pharmacy.

Most of the professors of the College of Medicine have had training in medical schools in United States, Latin America, or Europe, in addition to their M.D. degrees from the University of Haiti. Almost all professional members of the teaching staff are practicing physicians in Port-au-Prince.

The program of studies is modeled roughly after the program of studies in schools of medicine in the United States. The courses require 6 years beginning with a year of premedical training in basic sciences, physics, chemistry, and biology. This preliminary year is necessary because of the limited amount of science offered in the *lycées*. The schedule of courses for the academic year 1956-57 is translated in appendix A.

Upon satisfactorily passing his examinations at the end of the sixth year a student receives an academic diploma as a doctor of medicine, but is not yet qualified for a license. Following 2 years work in the provinces and the awarding of a certificate of proficiency he can qualify for a license to practice anywhere in the Republic. The Government of Haiti then issues a license, through the Department of Public Health, and upon the certification of the Dean of the College of Medicine that the applicant is qualified to practice medicine.

There is a tuition and laboratory fee, but many students are allowed to attend without paying it. As is true of the University in general, the College of Medicine has no grants or endowments and depends exclusively upon the Government of Haiti for financial support.

The College of Medicine has a library of approximately 6,000 volumes, and 20 periodicals, conveniently located to the other facilities. The library, under the direction of a full-time librarian, contains works in English and Spanish as well as in French.

The two principal buildings of the College of Medicine, built in 1926, are located in the immediate vicinity of the 600-bed General Hospital of Port-au-Prince. This affords nearby clinical facilities for the medical students. A recently built small addition is used to house part of the library.

The laboratories of the College of Medicine are in general inadequate to meet present needs. The biology laboratory, large

enough for about 20 students, provides microscopes for each student, and a projector for microscope slides for lecture purposes. The physics, chemistry, and biology laboratories are equipped for the most part with homemade laboratory tables. Gas and running water for each student station and other basic essentials of a modern laboratory are generally lacking. The autopsy room and anatomy laboratory are likewise equipped with locally made operating tables. The facilities for refrigeration and specimen preservation are limited. The histology laboratory appears the most complete and best equipped of the laboratories.

School of Pharmacy

As a part of the College of Medicine, the School of Pharmacy is subject to the same general regulations concerning admission, examinations, and conduct of the students. An important part of the pharmacy course is the practical training which each student must take in a local pharmacy during his first year of study. In this training the student has opportunity to become familiar with basic operations under the guidance of local pharmacists, many of whom hold degrees in pharmacy from European and American schools of pharmacy.

The course is of 3 years duration. It is presented in detail in appendix A. Upon satisfactory completion of this course the student is awarded a diploma in pharmacy.

College of Dentistry

The College of Dentistry, under the direction of a separate dean, shares many facilities with the College of Medicine and the College of Pharmacy. It is associated with the University but is also an integral part of the Department of Public Health.

The members of the staff of the College of Dentistry have all received their basic training in dentistry in this college. Almost without exception they have had postgraduate work in colleges of dentistry in Canada or in the United States. Almost all members of the professional staff are also practicing dentists in Port-au-Prince.

The College of Dentistry is financed exclusively by the Department of Public Health. The budget appears as an item under the budget of the Ministry of Health, rather than as an item under the University budget.

The course of study requires 4 years after a preparatory year in physics, chemistry, and botany. Satisfactory completion of the 4-year course, including both theoretical and practical examinations, leads to a diploma in dentistry which constitutes a license to practice in Haiti. No separate licensing examination is required, there are no examinations given by the Government comparable to the examinations given by State boards of dental examiners in the United States. The course of study is given in appendix A. Excerpts from the regulations of the College of Dentistry are given in appendix B.

Dental students have access to the small library of the College of Medicine and Pharmacy, consisting of about 200 volumes. Adequate clinical material for the students is provided by the many people who seek the free services of the clinic. For most services there is no charge—for others there is a charge for materials and supplies only.

The plant consists of a single one-story building adjoining the College of Medicine. Facilities provided are a waiting room for patients, two offices, two class rooms, two large operating rooms, an X-ray room with film developing laboratory adjoining, and a prosthetics laboratory. Dental students share general laboratories and class rooms for physics, chemistry, biology, anatomy, histology, and other sciences with the medical and pharmacy students.

There are approximately 50 dental operating units in the operating rooms. About 30 of these are of modern design. The rest are old, without running water or other conveniences. The single dental X-ray machine is modern.

School of Nursing

In common with the Colleges of Medicine, Pharmacy and Dentistry, the School of Nursing of the General Hospital of Port-au-Prince is under the direct administration of the Department of Public Health, but is affiliated with the University of Haiti. The School of Nursing is administered by a Director, who holds her R.N. degree from this school, plus a B.S. degree from Teachers College, Columbia University, Division of Nursing Education. Most of the eight registered nurses who make up the full-time staff, have had postgraduate work in Canada or in the United States. The 18 part-time members of the staff are for the most part members of the hospital staff or professors in the medical school.

For admission an applicant must have not less than *brevet supérieur*, representing approximately 11 years of school attendance. Admission is by competitive examination. Of 284 applicants in 1957, only 35 qualified for admission.

The basic program of studies is for 3 years leading to a registered diploma which constitutes a license to practice. A fourth year of specialization may lead to a diploma as a public health nurse, a midwife, or a nurse anaesthetist. The basic program of studies is shown in appendix A.

Students do not live at the hospital, although they receive their meals there. Students who satisfactorily meet the requirements of the 6-month probationary period are retained and given a \$10 per month stipend for the balance of their training. Training is on a 12-month basis with a one-month vacation. The School of Nursing is supported by the Department of Public Health.

The school has no physical facilities of its own other than a limited amount of office space. The classrooms, laboratories, libraries, and other facilities of the College of Medicine, Dentistry and Pharmacy also serve the School of Nursing.

National School of Agriculture

The National School of Agriculture of the University of Haiti was created by a law of February 25, 1924 under the name of the Central School of Agriculture. It opened for its first regular course in October 1924 at Thor. In 1928 it was transferred to Damien where it is now located and in 1943 the name was officially changed from Central School of Agriculture to the National School of Agriculture.

From 1931 to 1946 this Institution comprised two sections; one for training agriculturists, the other a normal school for training rural school teachers. In 1946 the normal school section was discontinued and the training of rural school teachers became a function of the National Department of Education. In effect there was little or no provision for training rural teachers after 1946, until the Normal Rural School was opened in 1954 by the National Department of Education under the sponsorship of the Haitian American Cooperative Service for Rural Education, a technical assistance program under Point Four. (See ch. X.)

The staff of National School of Agriculture includes many well-trained professors, many of them having been trained in United

States and others in agricultural schools in France, Belgium, England, and Mexico.

The school, financed exclusively by the Government of Haiti through the Department of Agriculture, operates in general as a boarding school, although a few nonresident students are admitted. Resident students furnish their own clothing and personal supplies in accordance with a list given them when they are advised of their admission.

Candidates for admission must be not less than 21 years old, and at time of their registration must present a copy of their birth certificate and a *certificat d'études secondaires, part 1*. They must also pass a physical examination. The students are required to comply strictly with the regulations of the school; prescribed penalties are imposed for infractions of these rules.

The course of study is for 4 years and leads, after satisfactorily completing the prescribed courses and examinations, to a diploma as an agriculturist. Details of the course of study are shown in appendix A. (Regulations for the school are presented in appendix B.)

The National School of Agriculture has a large two-story building which houses classrooms, laboratories, auditorium, a library and offices. There also is maintained a small radio communication center which provides radiophone communication with the field experimental stations located in remote parts of the Republic. The same building houses the Ministry of Agriculture. A new laboratory building is being constructed nearby. In addition to the main building there are dormitories for the students and residences for part of the staff.

The library of the National School of Agriculture is reported to have over 10,000 titles dealing with agriculture and related sciences. It is located in the main building and is in charge of a full-time librarian.

The school campus adjoins a 100 hectare (247.1 acres) experimental and demonstration farm. There the students have an opportunity to work with livestock, and poultry, and to study crop and soil management.

The National School of Agriculture makes an important contribution to the economic welfare of Haiti through its training of agriculturists who work directly with the peasant farmers. Since 90 percent of the people live in the country and make their living directly or indirectly from agricultural activities, it appears that the emphasis to date on agriculture education has been logically placed and will be continued.

Theological Seminary

The Grand Séminaire Notre Dame of Port-au-Prince, although recognized as a part of the University of Haiti, is a strictly autonomous institution. Its function is to train Haitian priests to serve in Haiti.

From the time of the Revolution in Haiti until 1860 there was no nationwide organized religious program. A few priests, mostly French, served the country on a missionary basis without the benefit of a local diocesan organization. In 1860, the signing of a concordat between the Government of Haiti and the Papal See started an expansion of the Catholic program in Haiti with the result that many priests were required. The Papal See confided to Brittany in France the care of Haiti and the preparation of priests for service in Haiti. The Séminaire Saint Jacques in Brittany undertook the training of French priests, mostly Bretons. This seminary still trains French priests for Haiti, operating as a sister institution to the Grand Séminaire Notre-Dame of Port-au-Prince and receiving some financial assistance from the Government of Haiti. The opening of the Ecole Apostolique Notre-Dame, the predecessor of the Grand Séminaire Notre Dame, in Port-au-Prince in 1922 met a longfelt need for a seminary to train Haitian priests in Haiti for service among their own people.

The Ecole Apostolique was operated under the jurisdiction of the secular French clergy until 1953 when jurisdiction passed to the Canadian Province of the Society of Jesus.

As of 1957, the enrollment of the Grand Séminaire Notre Dame is 39 seminarians, two of whom are Jamaicans. Prerequisites for enrollment are for completion of the baccalaureate, representing 12 years of schooling. Qualified students from any *lycée* of the Republic may be admitted. However, most of the enrollment is drawn from three preparatory schools, Le Petit Séminaire Collège Saint Martial, Port-au-Prince; Le Séminaire Saint Jean L'Evangéliste of Camp-Perrin, in the southern part of the Republic; and Le Petit Séminaire Sainte Thérèse of Cap-Haitien in the north.

All of the seven professors are Jesuit priests of French Canada, all with imposing educational qualifications.

The program of studies includes the following: anthropology, canon law, dogmatic theology, experimental psychology, Gregorian chant, history of philosophy, history of the Church, Holy Scripture, liturgy, moral theology, scholastic philosophy, and sociology.

Seminarians who qualify may be ordained as priests at the end of 6 years.

The Seminary draws financial support from three sources: first, an indirect contribution from the Government of Haiti through the five Bishops of Haiti; second, support from a special fund administered by the Church in Rome for the training of native clergy in mission fields throughout the world, and third, from special diocesan funds, contributed by all five dioceses in Haiti.

The modern masonry structure, located on a beautiful 16-acre tract overlooking Port-au-Prince, is probably considered the most adequate educational building in Haiti. This site was the gift of the Government of Haiti. The three-story main building provides classrooms, libraries, offices and a chapel. In addition, there are 48 rooms for seminarians and 8 rooms for personnel. On the opposite side of a paved court is an annex which provides a residence for the sisters who have charge of the operation of the establishment, a modern kitchen, and a refectory.

The equipment of the building is modern throughout. The furnishings are notable for simple elegance. This group of buildings was completed in 1956 at a cost of \$165,000 financed by a gift of \$50,000 from the Government of Haiti, a grant of \$15,000 from the Holy See, and \$100,000 from the five dioceses of Haiti.

Institute of Ethnology

The Institute of Ethnology was founded in 1941 by Dr. Price Mars the present Rector of the University of Haiti, as a private organization to coordinate the teaching of the sciences and to develop specialists qualified in different branches of ethnology. Dr. Mars directed the Institute from 1941 to 1946; since then it has been under the direction of his son, Dr. Louis Mars. In 1946 the Institute was affiliated with the University of Haiti.

During its brief history the Institute has developed and offered courses in general anthropology, physical anthropology, Africology, sociology, ethnography, economic geography, genetics, and biometry.

In the academic year 1956-57 the program of studies included genetics, pre-Spanish civilizations, cultural anthropology, and statistics.

In addition to the Haitian specialists, the staff has included from time to time professors supplied by the Institut Francais; the Austrian Consul, and visiting foreign professors.

The Institute is financed by the Government of Haiti with a grant of \$4,800 per year from the National Department of Education, administered through the budget of the University of Haiti.

The recruitment of students is based upon the *certificat d'études secondaires*, part 2. Lawyers, engineers, students of the College of Medicine and of Superior Normal School follow the courses and some of them get the complete cycle of studies * * *

The Institute is in a position to be of important service to foreign agencies whose work in Haiti requires a technical interpretation of the life and culture of the Haitian peasant. For example, Dr. Louis Mars states:

Agricultural or industrial agencies could call on the ethnologists to establish better contact with the Haitian peasants * * *

(Foreign) organizations which need permanent contact with the masses, should employ the ethnologists as consultants. The best way to help the Haitian people is first of all to learn their mentality, to appreciate their human and cultural resources * * *

The Institute is devoted to the purpose of creating improved understanding both in Haiti and abroad of Haitian civilization and folklore and of the black race. To this end it seeks scholarships abroad for young Haitian intellectuals and proposes as rapidly as possible to establish summer courses and other attractions for foreign students who wish to come to Haiti to study in the field of Haitian ethnology, ethnopsychology, and Haitian history. It is the firm conviction of the Director and the staff that such exchanges make important contributions to good international and interracial understanding.

Scholarships for Study Abroad

The Government of Haiti, recognizing the limitation of the university to provide adequately for the professional needs of the country, meets this need in part by granting scholarship for study abroad. This policy is expressed in the following translation:

Organization of Staff

It has already been pointed out that our countrymen, new graduates or diplomats of Haitian Colleges, as well as Public Administration employees, look forward to going abroad at some time, to pursue their studies,

* Mars, Dr. Louis. *Témoignages sur la vie et l'œuvre du Dr. Jean Price Mars. 1876-1956.* Imprimerie de l'État, Port-au-Prince, Haiti, 1966, p. 184.

especially in France. This desire expresses legitimate aspiration as well as (indicates) the need of our country for a well-prepared staff. For this reason, the Haitian Republic, the friendly countries and special organizations, have for some time granted every year to young people and to technicians a certain number of scholarships. These scholarships aim not only to provide the necessary technical staff to the interested departments, but (in addition) professors and teachers who are specialists in superior secondary, vocational, primary, and rural education.

Everybody agrees that these studies abroad are a necessity owing to the fact that our University does not provide opportunity for superior and advanced study and that we do not have * * * adequate equipment to offer the pupils all the practice they need in the professional and technical fields needed for the evolution of a country * * * Many of these students have received their scholarships through the intermediary of the Haitian Government as well as with the help of friendly countries or specialized institutions * * * In almost all these cases the Government pays for these students travel costs or the necessary living allowances.²

A summary of these scholarship grants by subject field and country for the period 1950 to 1956 is given in table 30.

Table 30.—Scholarships granted for study abroad by the Government of Haiti, by subject and country of study, 1950-56¹

Country	Mathematics, chemistry and physics	Medicine	Education	Natural science	Law	Pharmacy	Letters and philosophy	Agronomy	All others	Total
Belgium.....			6					8	2	16
Brazil.....			2						1	3
Canada.....			16			1		1	6	24
Chile.....			3							3
Cuba.....			1							1
England.....			1					1		2
France.....	19	24	33	10	26	1	31	1	37	182
Germany.....			2						1	3
Jamaica.....			2						5	7
Mexico.....			19							19
Norway.....			2							2
Puerto Rico.....			13					2		15
Spain.....			3						1	4
United States of America.....		1	62						12	75
Venezuela.....			5					2		7
Total.....	19	25	170	10	26	2	31	15	65	363

¹ L'effort du Gouvernement dans le Domaine de l'Éducation Nationale. Imprimerie La Phalange, Port-au-Prince, 1956, p. 79.

² L'effort du Gouvernement dans le Domaine de l'Éducation Nationale. Imprimerie La Phalange, Port-au-Prince, 1956, p. 79.

The University budget for 1956-57 provided \$4,200 for scholarship outside the University. This amount is supplemented through various channels by the Government and by specialized agencies such as United Nations.

It is noteworthy that only seven more students attended colleges or Universities in all other countries combined, than attended in France. This obviously reflects the language preference of French speaking Haiti. At the same time it is suggested by some educators that more scholarships granted for study in Spanish and English speaking countries might be advantageous to Haiti in view of her location in a Spanish and English-speaking hemisphere.

During the period since official incorporation as a University in 1944, the University of Haiti has made important growth in becoming a unified and increasingly recognized factor in the life of the Republic.

Chapter IX

Special Education

THE FOLLOWING EDUCATIONAL institutions in Port-au-Prince provide for the varied and special needs of many groups: Union School, College Séminaire Adventiste, Ecole Sainte Trinite (Grace Merritt Stewart School), Haitian American Institute, Institut Francais, Haitian Institute of Folklore and Classic Dancing, Centre d'Art, Episcopal Cathedral, and the National Library.

Institutions That Meet the Needs of Many Special Groups

The Union School, the College Séminaire Adventiste, and the Ecole Sainte Trinite are operated under the general auspices of the Inter-American Schools Service. This Service is described in the foreword of their list of American-sponsored schools in Latin America as follows:

The Inter-American Schools Service, an agency of the American Council on Education, has been operating since 1943 as a nonprofit, nongovernmental program for strengthening and assisting American-sponsored binational schools in Latin America. From its beginning, the Service has had the benefit of the general supervision of a committee of educators appointed by the Council and has functioned with the cooperation of the U.S. Department of State which enters into an annual contract with the Council for the administration of the program.

The Service is available as a clearinghouse of assistance and professional advice for approximately 300 schools in Latin America which have been established by North American private citizens, companies, and various religious denominations to supplement the work and activities of national school systems. It endeavors to cooperate with the schools in their efforts to improve their educational programs; advises on procedures

to secure acceptability of their graduates by North American colleges and universities; assists in recruiting administrators and teachers; provides information to the schools on various educational and professional subjects; and allocates grants-in-aid to nonsectarian, community-owned, nonprofit schools * * * Through these educational activities, the Inter-American Schools Service seeks to promote mutual understanding, confidence, and respect among the peoples of the Americas.¹

Criteria governing these grants-in-aid are given in appendix B.

Union School

For American, Canadian, and other English-speaking families living in Port-au-Prince, the Union School provides an American-type education from kindergarten through the ninth grade. What is now the Union School of Port-au-Prince was established in 1919 for the children of Marine Corps families stationed in Haiti and was then known as the Colony School. When the Marines left Haiti in 1934, the school was operated temporarily by the Haitian American Sugar Company. Over a period of years funds were raised by interested persons to provide a suitable building; the Government of Haiti donated an attractive site, and in 1951 the present building was erected.

The Union School Assembly is the general governing body of the school. Every person enrolling a child and paying the required tuition automatically becomes a member. The Assembly, in turn, elects annually from among its members, a board of five directors, who are responsible for the direction of the school in accordance with the constitution and bylaws of the Assembly.

Early in the history of the school the Assembly adopted the policy of admitting as students, qualified children of any nationality. Since classes are taught in English, competence in this language is a prerequisite for admission. However, to encourage enrollment of children from as many countries as possible, special English classes are offered to children with only limited proficiency in this language. Many Haitians and parents of other nationalities who look forward to having their children study in the United States, Canada, or Great Britain take advantage of this opportunity.

During the school year 1956-57 there were 167 children of 13 different nationalities enrolled in the school. The school stresses

¹*List of American-sponsored Binational Schools in Latin America.* American Council on Education, Inter-American Schools Service, 1785 Massachusetts Ave., Washington D.C. August 1957.

the contributions to international understanding that may result from the association of children and parents in this international cooperative enterprise.

The program of studies for the Union School provides instruction in English, arithmetic, social studies, and science through grade 8. Algebra, geometry, English, world history and Latin are offered for grade 9. The school provides an exceptionally good opportunity to learn French, with instruction in conversational French beginning in kindergarten and continuing through grade 9. A minimum of art and music instruction is provided. The school has a circulating library of approximately 1,000 volumes.

Standardized achievement tests designed and published for schools in the United States are administered at the end of each school year. It is reported that Union School children rarely have any difficulty in adjusting to the academic requirements of schools to which they transfer when returning to the States.

For extracurricular activities, members of the Marine Corps stationed in Haiti as American Embassy guards, contribute their time to organizing and coaching baseball teams for the boys. The Haitian American Institute offers classes in art and dramatics. The Haitian Institute of Folkloric and Classic Dancing offers instruction in ballet, Haitian folk and ballroom dancing. Competent Haitian piano teachers are available for private instruction. In general, children enrolled at Union School are provided with an adequate academic program and have opportunity for recreational and cultural activities.

This school is staffed by qualified teachers, many of whom are the wives of American Government employees or businessmen. At the present writing the staff also includes two elementary teachers who are the wives of Haitian officials and a Paris born French teacher who is the wife of a Haitian businessman. With minor exceptions the teachers' qualifications equal those of qualified teachers in United States schools.

Union School is financed primarily from tuition payments. The rate for the school year 1957-58 was \$20 per month per child except in grade 9 where the rate was \$50 per month. There is an additional fee of \$10 per year per child for supplies. In addition to fees the school receives a small yearly stipend from the Inter-American School Service and donations from three petroleum products companies which operate on an international scale and have agencies in Haiti. The operating budget for 1957 was slightly over \$92,500.

The school plant is an attractive one-story building designed for the tropical climate. Covered outdoor walkways take the place of corridors permitting cross ventilation in every room. The building partially surrounds a pleasant patio. Modern seating equipment and sanitary facilities are provided.

College, Séminaire Adventiste²

The College Séminaire Adventiste is a coeducational Seventh-Day Adventist school established in Port-au-Prince in 1934. The Seventh-Day Adventist Church has been active in religious and educational work in Haiti since 1905. The school, operated under the direction of a Seventh-Day Adventist Minister, is a boarding school with a capacity of 90 students, and open to French-speaking students of Haiti, Martinique, Guadeloupe, and French Guiana.

It is operated primarily for the young people of the Seventh-Day Adventist Church, and provides a religious education carried on in accordance with the three-fold ideals of the Church; the harmonious development of the mind, the heart, and the hand. This religious instruction is given in addition to the usual secondary school program prescribed by the Ministry of National Education of Haiti. The program requires 4 years (up to *troisième* inclusive). For the last 2 years, the Séminaire offers specialization in three fields: ministerial, business, and normal. It emphasizes manual as well as intellectual training, thus preparing the student in a practical way to meet the demands of life. Plans are being made to place the last 2 years of specialization at the end of the sixth year thus extending the program to 8 years.

The school is supported in part by the Seventh-Day Adventist Church, supplemented by small tuition payments and by income from a woodworking shop, and furniture packing and crating service operated as part of the manual training and industrial program of the school. It is located on an attractive campus in the suburbs of Port-au-Prince. Dormitories, classrooms, shop buildings and residences, all in the vicinity of the chapel, make up the modest but efficient physical plant. The Seventh-Day Adventist Church also operates 22 primary schools with an enrollment of 1,335 students.

² Adapted from a statement provided November 15, 1967 by Rev. Andre L. Rochat, Director of College Séminaire Adventiste.

Holy Trinity School³

The *Ecole Sainte Trinité*, operated under the direct auspices of the Episcopal Church of the Missionary Diocese of Haiti, and until recently known as the Grace Merritt Stewart School, was established in 1913 by Miss Marianne Jones, the sister of a Haitian priest of the Episcopal Church. In 1932, through the interest and generosity of Major James Rutherford Stewart of Trinity Church, New York City, the present building was erected in memory of his wife, Grace Merritt Stewart. The school enrolls children from kindergarten through the eighth grade, being one of the few elementary schools in Port-au-Prince operated on a coeducational basis. The school is directed by an American; the staff includes 12 regular teachers, and 6 others who devote their time primarily to extracurricular activities. All the teachers are Haitians, trained in Haiti.

The school is supported in part by the National Council of the Episcopal Church of the United States of America, gifts of interested church groups and friends, and by a nominal tuition ranging from 1 to 4 dollars per month per child. Many of the children come from very poor homes and are on a scholarship basis.

This school aims to give children who come under its care a sound education based on Christian principles; it seeks out special talents and trains for citizenship. In addition to the usual academic subjects the program includes music, art, dramatics, and dancing. Instruction is given in English or French, according to the needs of the pupils. A Daily Vacation Bible School for English-speaking children is offered in the summer, staffed largely by wives of resident American government officials and businessmen.

Haitian American Institute⁴

The Government of the United States and the Government of Haiti through the Haitian American Institute, collaborate in making specific provision for cultural exchange between Haitians and Americans.

³ Adapted from a statement provided November 5, 1957 by Sister Anne Marie, S.S.M., Director of the Holy Trinity School.

⁴ Description of the Institute compiled and in part quoted from statements furnished by Dr. Charles St. John, Director of the Haitian American Institute, Port-au-Prince, Haiti, September, 1957.

Like other binational centers in various Latin American capitals and in the Near and Far East, the Haitian American Institute is sponsored both by the host country and by the U. S. Information Agency. It is however autonomous.

The Institute was founded in 1942 by a group of Haitian and American diplomats who recognized an urgent need for a place where Haitian and American business men, intellectuals, technicians, teachers, and other citizens could meet informally to understand each other better. It is noncommercial, nonpolitical, and nonsectarian, and is governed by a Board of Directors made up of three Haitians and three Americans.

A basic purpose of the U. S. Information Agency and of all binational centers is to make information freely available to everyone. To achieve this purpose in Haiti, the Haitian American Institute provides an extensive program. Perhaps its most important single job is teaching practical spoken English. Enrollments in English average about 350 adults from all walks of life, and about 50 children. It also conducts examinations for candidates for scholarships and grants to study in United States, who must qualify as proficient in English to be awarded their grants, and offers a free seminar every summer for Haitian teachers of English. This seminar offers practical courses in teaching, linguistics, pronunciation, grammar, usage, semantics, as well as a workshop where individual problems may be worked out. The seminar is approved and endorsed by the Haitian National Department of Education.

The Institute includes a library of about 3,500 books, and some 50 periodicals. It is open daily; three part-time librarians are in charge.

Two courses are offered, one in French and one in Spanish, all using the same direct approach to the spoken language that is used in the English courses. For children, there are special Saturday classes; two courses in spoken English, two in creative dramatics, and two in painting and drawing. There is a regular cultural event each Friday evening when visiting specialists lecture, or when educational films are offered, free to everyone. There are occasional recreational and social events, such as square dances or tea dances for all students.

The Institute helps scholarship candidates prepare and submit their applications, and gives the required examinations to the applicants. Although not officially an information center, the Institute does provide information to many people on a great variety of subjects. Through these activities it has become one

of the best known places in Haiti for breaking down of inter-racial misunderstanding and prejudice, and for the practical dissemination of information both about Haiti and the United States. Day-to-day administration is carried on by two Americans, working full time, who are specially trained for this work and occupy the positions of administrative director and director of courses. There are 17 additional employees, both Haitian and American, including teachers, librarians, and other staff members.

The Institute charges moderate fees for courses and memberships and thereby raises about one-third of its expenses locally. The fee for a course meeting 3 hours a week for a semester is \$7. A person can secure a general membership for one year for \$5; this membership makes available the lending library and other privileges. The salaries of the administrative director and director of courses are paid by the U. S. Information Service. There is in addition an annual cash grant from the U. S. Information Agency and a monthly subsidy from the Haitian Government.

The plant of the Haitian American Institute occupies an ancient residence and a small office building. Adjoining the residence at the rear is a small outdoor theater, screened from the neighbors' courts by grass mats. Although the old residence is dilapidated, the Institute finds it the least expensive place it can obtain to meet its space requirements, even when paying for frequent repairs. The limited budget of the Institute is spent for service to people rather than for facilities.

Institut Francais⁵

The Institut Francais was established in 1945, through the joint effort of a group of Haitian and French scholars and diplomats. Among the Haitians instrumental in founding the Institute were the President of the Republic, the Rector of the University, the Haitian Ambassador to France, and the Minister of Education. Among the French were two professors of the Sorbonne and the French cultural attaché of the French Embassy in Haiti. Since its founding, it has grown steadily under the stimulus of its various directors, the French Ambassadors, and the work of

⁵ This section was translated from a typed carbon copy entitled *Institut Francais d'Haiti* supplied by Frederic Martin, Director, on October 16, 1967.

French and Haitian scholars and intellectuals until now its work is recognized abroad as well as in Haiti.

Among the many activities of the Institute, teaching occupies an outstanding position. It supplies French professors to the Superior Normal School, the Polytechnic Institute, the Colleges of Medicine and Law, the Institute of Ethnology, and the College of Agriculture as well as teachers for the courses taught in the Institute proper. Instruction offered by these professors in their various assignments extend to the subject matter fields of language and literature: French, Latin and Greek; mathematics, chemistry, natural science, biology, physics, geography, ethnology, and history. The professors, in addition to their teaching duties, offer public weekly lectures both at professional and popular levels and participate in the many other activities of the Institute. Each Tuesday, a lecture by Haitian, French, or foreign speakers on some general cultural subject is offered. Following the lecture a film of artistic, documentary, or technical interest is shown and recorded music is played. Periodically, programs of this type are given in the principal cities of the provinces.

To complement its teaching program the Institute maintains a library of more than 3,000 volumes, receiving regular contributions from the Director of Cultural Relations in Paris. Patronage of this library is reported as not less than 80 readers per day. The Institute also has modern visual aids equipment, including sound motion picture projectors, slide projectors, cameras, and other equipment. A small natural science laboratory and a chemistry laboratory is likewise available.

The purpose of the bimonthly bulletin, *Conjonction*, published by the Institut Français,⁶ is stated on its title page:

To spread the fundamental ideas which characterize modern French thought.

To preserve the traditional ties uniting Haiti and France.

To carry on an effective collaboration in the development of Haitian culture.

To report not only the activities of the Institut Français but the intellectual activities of Haiti.

The bulletin, which enjoys considerable circulation both in Haiti and abroad, publishes articles by various Haitian, French and foreign intellectuals as well as essays, fables and poems by Haitian authors.

⁶ Institut Français d'Haiti. *Conjonction* (Issued bimonthly, available from the Institut Français, P. O. Box B-131, Port-au-Prince, Haiti).

Radio programs, broadcast three times weekly by the Institute, are devoted to recorded classical and modern music, drama, articles of literary, artistic and scientific interest, and choice selections of poetry and prose.

In the field of scientific research sponsored by the Institut, a doctoral thesis has been published under the title: *La Géologie de la République d'Haiti*, also a manual of the *Géographie d'Haiti* for elementary school use and map of Haiti.

In cooperation with the French Ambassador to Haiti the Institut carries on an important program of assembling and instructing Haitian students who wish to obtain scholarships to attend French universities or colleges. In cooperation with the University of Haiti, the Institute also aids French teachers, writers, artists, doctors, and others who wish to arrange for periods of study in Haiti.

The institute is housed in a large modern building located on Cité de l'Exposition, one of the most beautiful locations in Port-au-Prince. This building contains an auditorium, offices, library, laboratories, and a handsome foyer for expositions. This foyer is frequently used for exhibitions of paintings, photographs, teaching materials, and similar cultural exhibits. The auditorium is made available to many groups and agencies for assemblies.

Institute of Folkloric and Classic Dancing

The Haitian Institute of Folkloric and Classic Dancing was founded in 1953, when the Haitian Government through the Ministry of National Education invited Miss Lavinia Williams, American born dancer, to open a school of dancing in Port-au-Prince. The staff of the Institute is made up of Haitian dance teachers trained by the director.

The school is financed entirely from tuitions. It offers beginners who have been studying dancing in their home countries, opportunity for basic training in ballet and classical dancing. Children and adults have a chance to increase their skill in various popular Latin American ballroom dances. Opportunities are also available for serious students of the dance to perfect their techniques under excellent instruction as well as to become acquainted with the Haitian and Caribbean folkloric dances in the country and among the people where they originated.

Centre d'Art

The Centre d'Art provides an opportunity for Haitian artists to study and paint and to exhibit their work to the many tourists and students who visit Port-au-Prince. It also provides administrative facilities for arranging exhibits of Haitian art in other countries; as a result, many Haitian artists are finding a new market for their work.

Many tourists visit the Episcopal Cathedral in Port-au-Prince to view a series of religious paintings including Rigaud Benoit's *Nativity*, Wilson Rigaud's *Last Supper*, and Castera Bazile's *Baptism of Christ*. These pictures were commissioned by the Episcopal Bishop of Haiti in 1950.

National Library

The librarian of the National Library reports that a library existed in Port-au-Prince as early as 1825, and that the present library opened its doors in 1940 in a building erected by the Government of Haiti on the site of Pétion's birthplace.

The National Library is directed by a trained, full-time librarian who holds an M.S. degree in library science, and who has had experience in the Library of Congress, the Columbus Memorial Library of the Pan American Union, and in the libraries of the United States Departments of Interior and Agriculture.

The Library staff numbers approximately 80. This includes two assistant librarians. One assistant studied library science for one year at the University of Madrid, the second was in training for 1 year at the Institute of Jamaica. The staff includes four chiefs of departments, seven general workers, monitors who supervise the reading rooms, and personnel in charge of nine branch libraries, located in Port-de-Paix, Cayes, Gonaïves, Saint Marc, Jacmel, Petion-Ville, Cap-Haitien, and two branches in lycées in Port-au-Prince.

The library does not operate as a lending library. All books must be used in the reading rooms, under the supervision of a monitor. The extent to which books are used even on this non-lending basis is indicated in the summary in table 31.

Most of the patrons of the library are students from the University of Haiti. Many students are from Jamaica and other islands of the Caribbean as well as foreign students from other countries.

Table 31.—Books used in reading rooms of National Library, by classification and by Haitian and foreign authors, 1955

Classification	Authors		
	Haitian	Foreign	Total
General works	123	118	241
Philosophy	192	416	608
Religion	52	64	116
Political science and finance	1,025	283	1,308
Philology	20	22	42
Pure science	26	61	87
Practical arts	24	24	48
Fine arts	19	4	23
Literature	727	1,282	2,009
History	2,041	823	2,864
Total	4,249	3,097	7,346

The inventory of the main library, excluding the nine branch libraries, showed 15,000 titles as of 1955. These books are partly classified and arranged according to the Dewey decimal system. The inventory included a good collection dealing with all aspects of Haiti, by foreign as well as Haitian authors; and a good collection in French literature, linguistics, and arts. There is an unusual collection of rare books, many published during the early 17th century, dealing with the Caribbean area, and a collection of old Caribbean maps. The library owns a copy of the code of laws of Henry Christophe, of which there are only two known to exist, the other being in the Boston Public Library. The library contains many Spanish language books and documents in addition to the French and English publications.

The periodical section contains mostly files of Haitian Government publications, newspaper files of Haitian newspapers, and a collection of *Le Moniteur*, the official publication of the Haitian Government containing decrees, laws, budgets, and reports, dating from 1870. The library has an exchange arrangement with the Library of Congress of United States and with UNESCO, Pan American Union, Atomic Energy Commission, and with the United States Departments of Interior and Labor.

Of particular interest to American students is the master's thesis of the Director of the library, entitled *A Bibliography of Materials Published in United States About Haiti, From the Year of*

the Discovery to 1953, by Fritz Malval. This thesis is available at Atlanta University, Atlanta, Georgia and at the Columbus Memorial Library, Pan American Union, Washington, D. C.

The budget of the National Library for the 1956-57 fiscal year was \$13,044 for the main library, plus \$16,956 for the nine branch libraries; a total of \$30,000.¹

The plant of the National Library is comparatively small. The main building, completed and occupied in 1956, provides two large reading rooms with capacity of 90 each; two offices, and work rooms. The stacks surround the reading rooms and are easily available. The reading rooms are well lighted, equipped with fans and furnished with simple comfortable library tables and chairs. Space is available on the present site for another addition to the main library which could increase its capacity by at least one-third.

The library is preserving and making available the literature and archives not only of Haiti but in part of the Caribbean. It is a research source that doubtless can be used increasingly by students from the Western Hemisphere.

¹ *Le Moniteur*. Official Journal of the Republic of Haiti. Number extraordinary. General budget for the fiscal year 1956-57.

Chapter X

Technical Assistance in Education

HAITI has drawn upon other countries from time to time for technical assistance in the development of her educational program. To report these projects in detail is beyond the scope of this work. However, a sampling may be of interest.

John Candler says of the early Haitian King Christophe who ruled in the North during the early years of the 19th century :

This great man was wise enough to see that only education could raise the masses from the ignorance and degradation in which slavery had plunged them. He took the resolution of establishing schools for the boys and a college, to that effect he wrote to English philanthropists, sent invitations to capable masters, built classrooms, imported books and manuals, built printing offices and started with diligence and generosity the good work of educating his subjects.

In Harvey's opinion, the king by correspondents had learned that in English pedagogic centers they praised for instruction of youth, a method called Lancastrian or monitorial. "It was a method, says Compayre, by which means a whole school could instruct itself under the supervision of only one master. The essential point of that system was the monitor. This monitor was a child more intelligent than his fellow mates. From 8 to 10 o'clock, courses were held for the monitors. There, they rapidly learned what they were to teach the rest of the day to others." Christophe promptly applied to the British and Foreign School, a Society which was propagating these schools.¹

At about the same time, Alexandre Pétion, as President of the Republic then established in the Southern part of Haiti, was importing teachers of whom reports indicate the following :

The professors are very carefully chosen: Balette and Lapre were very efficient. Victor Durrive was a Frenchman, who had studied at the College

¹ Translation from John Candler: *Brief Notices of Haiti*. Londres 1842, p. 35. As quoted in Edner Brutus, *Instruction Publique en Haïti, 1492-1945*, Imprimerie de l'Etat. Port-au-Prince, Haïti, 1948, p. 35.

of Bergerac and at the Seminary of Sariac. "He arrived in Port-au-Prince on February 6, 1817, and was placed after a short while at the National Lycée as professor of Latin language. He fulfilled his duties with a zeal and accuracy which can be equaled but never surpassed." He died on September 23, 1817, after 11 days of putrid fever.²

In the 1880's technicians in the field of vocational education were imported; as described in the following:

Geffrard, borrowed the services of foreign technicians for establishing vocational schools; various causes prevented the building of these schools except for a foundry. He sent for French mechanics, coppersmiths, founders and many other specialists. In 1885 Haitian workers from the foundry went to Le Havre and worked in factories under the supervision of French workers. In these factories they helped with the manufacture of 12 steam dredges intended for use in the Panama Canal. The French foremen under whose supervision this work was done, presented them their congratulations and thanks.³

Agricultural Education

Extensive and effective technical assistance in education was given by the U.S. Marines, following their arrival on the Island in 1915. Occupation officials recognized conditions which indicated the need of assistance, particularly in agricultural education. However, it was not until a few years later that the following steps were taken to meet this need:

⁽¹⁾ In 1922 the Service Technique de l'Agriculture was established by law, and in the following year an agricultural engineer to direct this service arrived in Haiti.

(1) In 1924 a plan of organization of this department and of agricultural and vocational education was enacted into law. In addition to research and demonstration, the department was charged with agricultural and vocational education. A central school for training teachers for farm and industrial schools, agricultural advisers, and research workers was established near Port-au-Prince. More than 50 rural farm schools were established * * *

(2) The treaty failed to include any provision for American supervision of education, but later under the clause wherein the United States was to "assist in developing agricultural, mineral and commercial resources," the Service Technique took over a program of elementary education in connection with its farm schools * * *

² *Ibid.*, p. 35.

³ *Ibid.*, p. 37.

- (3) The program adopted for the organization and the administration of the school system of the service technique was criticized. It was claimed that the program was initiated too quickly, that the peasant class was too ignorant to profit from such instruction, and that the young men of the educated class who had been induced to attend the normal schools were as a rule so opposed to rural life, and so prejudiced against any profession other than law or medicine, that they would not continue in the service after having been graduated. These claims proved to be unfounded.

The problem was certainly not easy. Many things complicated the work of the personnel. One authority stated the following:

The task of the Service Technique was, in fact, more difficult than that of the other treaty services. Americans who had had similar experiences in other countries were available for the work of the financial service, and the Navy and Marine Corps had provided trained officers for the constabulary and the Public Works and Public Health Services. It was not so easy to find Americans who combined technical training in agriculture or industrial education with the peculiar qualifications needed for work in Haiti, and the fact that many of the Americans who were selected did not speak French greatly handicapped their teaching work. The development of an adequate Haitian personnel was still more difficult. Since it was impracticable for financial reasons, as well as inadvisable for reasons of policy, to employ a large number of American teachers, no considerable part of the population could possibly be reached by educational work until Haitian teachers had been trained. Since practically none of the present class had sufficient education to serve as a foundation for the training at the Central School, the required Haitian personnel could be obtained only from among the elite who, as a class, had never had any interest in agriculture and who were greatly handicapped in dealing with the peasants by barriers of caste prejudice and suspicion. The work of the rural farm schools was therefore carried on under great difficulties, although 65 of these schools had been established by the end of 1929.⁴

In spite of these difficulties the following results may be cited from various reports of the High Commission and the Financial Advisor.

Four hundred agriculturists and teachers were given training up to 1930. Ten rural farm schools with an enrollment of 642 were open in 1925. There were reported to be 65 farm schools at the end of 1929 with an enrollment of 7,493, and eight industrial schools with 3,293 pupils. A fund of \$600,000 which had been reserved for irrigation, was appropriated in 1929 for the building at Port-au-Prince of industrial schools, which were to accommodate 6,000 children and replace 40 Haitian-directed schools. It was stated in April 1930 that there were 70 rural and 10 urban schools with a total enrollment in the 80 schools of 9,349. A secondary agricultural school was opened in 1928-29, as "an experiment to determine whether or not it would be possible to draw from the rural

⁴ *Garde d'Haiti*. Compiled by James H. McCrocklin. United States Naval Institute, Annapolis, Md., 1936, p. 52.

districts a group of intelligent and energetic young men who would be educated and trained as teachers of agriculture." Evening classes were started for adults in Port-au-Prince in 1927, and such instruction was given in 16 rural schools in 1929 to 635 students.⁵

Teaching of English

Technical assistance, specifically in the training of teachers of English was provided by the United States in 1943 as reported by Cook:

On May 30, 1942, the Haitian Government decreed that the teaching of English should be compulsory in secondary and higher elementary schools. At the request of the Department of Public Instruction, the U.S. Office of Education, early in 1943, sent a mission of eight American teachers and a supervisor. The members of this mission taught English in various national schools, prepared several textbooks, and by June 1945, had taught courses in composition, pronunciation, methodology, and American literature to three groups of Haitian teachers and prospective teachers of English.

United States Government encouragement of extra school and adult continuation study of English has been continued by the furnishing of American English teaching personnel and cash subsidies by the Department of State to the Institut Haitiano-Americain in Port-au-Prince.⁶

Cooperative Educational Program

On April 30, 1944 a contract was signed by representatives of the Government of Haiti and the Inter-American Educational Foundation, an agency of the Government of the United States providing for a cooperative educational program in which the Foundation would provide educational specialists to work in Haiti, grants for Haitians to secure specialized training in the United States, a survey of local Haitian educational needs and resources, development of teaching materials and various local projects.

The most recent program of U.S. technical assistance to Haiti is authorized under the provisions of the General Agreement for Technical Cooperation effected between the Government of Haiti and the Government of the United States May 2, 1954. This

⁵ Millspaugh, Arthur C. *Haiti Under American Control, 1915-30*. Boston, World Peace Foundation, 1931, p. 162-164.

⁶ Cook, Mercer. *Education in Haiti*. Washington: U.S. Government Printing Office. (Office of Education Bulletin 1948, No. 1), p. 46.

agreement is based in part on a survey of rural Education in Haiti made by United States Office of Education in 1953, provides specifically for a cooperative program for improvement of rural education. The program is administered through a service established in the Haitian Ministry of Education known as the Haitian American Cooperative Service in Rural Education. This project is specifically limited to rural education.

The agreement specifies that the program of rural education is to be carried out by means of a series of projects, jointly planned and administered by the Chief and Associate Chief of the Service, each project to be defined in a project agreement signed by the respective chiefs.

In accordance with the objectives and fields of activity described in the agreement, five projects were under way in 1957. These projects were developed in general according to the needs of Haitian rural education as revealed by the above-mentioned survey as described in chapter III. The projects are:

Administration.

Pre-Service Teacher Training.

In-Service Teacher Training.

Community Centered Demonstration Schools.

Preparation of Instructional Materials.

The project in administration provides administrative services, for example, personnel, accounting, transportation, and purchasing for the entire service.

Under the teacher-training project a rural normal school enrolling 150 prospective rural teachers both men and women, has been established at Damien near Port-au-Prince. In addition, a series of summer session and work shops has been conducted for rural teachers and district supervisors already in service. (See chapter III.)

Five community-centered demonstration schools had been established in 1957, one in each Department of the Republic, with the rural Normal School at Damien serving as the demonstration school for the Department of the West.

The Demonstration School for the other four Departments are located at Laborde, for the Department of the South; Deseaux for the Department of Artibonite; at Bonneau for the Department of the North West, and at Buenavite for the Department of the North.

It is planned for each of these demonstration centers to be developed into a rural secondary center to meet the great need for

secondary education for rural children. Each center will eventually consist of one or more classroom buildings, industrial arts shop, home economics center, demonstration gardens, community building and necessary teachers residences, dormitories, and other accessory structures.

In addition to demonstrating improved methods of rural education these centers serve as practice teaching situations for student teachers in the rural normal school and as "try out" centers for instructional materials.

The instructional materials project has accumulated a library primarily of French works in educational method and French school books for rural normal school and placed small professional libraries in the office of each of the 34 rural inspectors for the use of the teachers in each inspector's district. Several pamphlets have been written and preliminary work completed for writing a graded series of elementary French readers.

The Haitian American Cooperative Service in Rural Education has also sent nine Haitians to study rural education in the United States. These scholarships have ranged from 3 months to a year in duration and have included training in teacher education, industrial arts and community school development, each trainee agrees when accepting his scholarship appointment to work for not less than 2 years in the field of rural education upon his return to Haiti.

To carry out these projects the U. S. Government employs a chief of the education field party and six specialists, one each in the fields of teachers training, community school development, instructional materials preparation, industrial arts, home economics, and agriculture. Each specialist has a qualified Haitian counterpart, the professional staff working as a team.

The operation, except for the salary and expenses for the American technicians is financed jointly by the Government of Haiti and of the United States.

UNESCO Assistance

Haiti is a member of United Nations and was one of the first Nations to join UNESCO. Under the authority of the basic agreement governing member nations UNESCO has provided extensive technical assistance in education to Haiti for over a decade.

In 1947 the Haitian Government asked UNESCO for a pilot project in fundamental education. This request lead to an agree-

ment between the Haitian Government and UNESCO dated September 7, 1949, which stated the following purposes:

1. For the purposes of this project the Republic shall assign the area of the Marbial Valley * * *
2. The pilot project shall be operated in accordance with UNESCO's conceptions of fundamental educational plans:
 - (a) The development of a program of fundamental education for children and adults, based on a previous survey of local geographical, ethnical and social conditions.
 - (b) Within this program, the carrying out of experimental work by applying and testing out new methods of fundamental education, the results of which shall be made available to the Republic and to UNESCO's other Member States.
 - (c) The preparation of sample educational materials in Creole and French for teaching essential knowledge and skills.
 - (d) Experiments in the use of audio-visual media for fundamental education.
 - (e) The progressive elimination of illiteracy by methods of mass education and by the development of schools and adult education centers.
 - (f) The opening of a training center in which rural teachers, whether participating in the project or not, and field workers shall be given instruction in methods of fundamental education.
3. The two parties agree to enlist the help of other organizations or agencies capable of contributing the development of the project in such ways as:
 - (a) The carrying out of a demonstration program of health education and social hygiene, in accordance with the views of the World Health Organization (WHO) * * *
 - (b) The development and improvement of agriculture * * * by training in suitable agricultural methods.
 - (c) The development of local crafts, small-scale rural industries and co-operative associations, in order to provide alternative livelihoods for the people and to raise their standard of living.¹

Numerous difficulties, anticipated as well as unforeseen, limited the success of this project and it was discontinued in 1954. During its existence it made important contributions in the field of educational materials, particularly in the preparation of Creole texts, in art, in visual aids, in the introduction of rudimentary concepts of science, and in crafts development.

UNESCO continues to send to Haiti a limited number of specialists in education, including experts in the fields of teacher training, home economics, and methods of reading instruction.

¹ UNESCO: *The Haiti Pilot Project. Phase one, 1947-49. Publication No. 796 of UNESCO, 19 Avenue Kleber, Paris, 1951, p. 74-75.*

In accordance with their general pattern of financing technical assistance, UNESCO pays the salaries and international travel costs of their specialists. The host country pays local transportation and living costs. In addition UNESCO provides up to 20 percent of the cost of materials needed for demonstration purposes. In the Marbial project the Haitian Government paid the salary of an assistant director. Exemption from customs duties and from certain stamps property and income tax were also granted this project by the Haitian Government.

An important contribution of UNESCO to Education in Haiti is the provision of fellowships. During 1955-57 there were 15 fellowships of 1 year duration each in effect. These fellowships are requested by the Government of Haiti, usually at the college or university level. Five of these scholarships were for UNESCO fundamental education center at Patzcuaro, Mexico.

Opportunities to work in the various technical assistance programs in education in Haiti, particularly since 1943, together with many scholarships for study abroad, has developed a small group of Haitian educators who have the knowledge and the will to produce an effective educational program designed to give the masses the educational minimum essential to democracy and economic improvement. It is of course true that programs of technical assistance produce most significant reduction in illiteracy when they are maintained over a period of many years and carried on within a framework of economic improvement and improved public support.

APPENDIX

The following sections, Appendix A and B, are included in this bulletin to give readers a glimpse of the various programs of study and of the legal aspects affecting education in the Republic of Haiti. These mere excerpts are in no way intended to be a full description of all programs of study, or a complete presentation of the many decrees, laws, and regulations related to Haitian education.

Translations of the material in these sections were made by bilingual secretaries in Haiti who assisted the author with this work.

A — Programs Of Study

Superior Normal School

LETTERS

Subject	Hours per week, by year		
	Preparatory year	First year	Second year*
French.....	4	4	4
General history.....	2	3	
Geography of Haiti.....	2		
Greek.....	2	2	2
Latin.....	4	4	4
Modern language.....	2	2	
Pedagogy.....		2	2
Philosophy.....	2	2	

PHILOSOPHY

French.....	3	2	2
Geography.....	1	1	
Greek.....	2	1	1
History.....	2	1	
Latin.....	2	2	1
Modern language.....	2	2	
Pedagogy.....		2	2
Philosophy.....	6	7	8

* During the second year time not specified for other subjects is devoted to observation and practice teaching in the *lycées* of Port-au-Prince under special instruction.

Superior Normal School—Continued

Subject	Hours per week, by year		
	Preparatory year	First year	Second year*

MODERN LANGUAGES

First modern language	5	5	6
French	3	2	1
Geography	2	1	
History	2	1	
Pedagogy		2	2
Philosophy	2	1	
Second modern language	3	3	4

SOCIAL SCIENCES

French	3	1	2
Geography	2	2	2
History	4	5	6
Modern language	2	2	
Pedagogy		2	2
Philosophy—Sociology	4	2	1

MATHEMATICS—PHYSICS

Drawing	6		
Mathematics	10	6	6
Mechanics	2	1	2
Mineral chemistry	2	1	
Organic chemistry		2	
Pedagogy		2	2
Physics	3	2	2
Statistics			1

NATURAL SCIENCES

Mathematics	4		
Mineral chemistry	2	2	
Natural sciences	12	12	8
Organic chemistry	2	2	
Pedagogy		2	2
Physics	3	2	2

* During the second year time not specified for other subjects is devoted to observation and practice teaching in the lycées of Port-au-Prince under special instruction.

Rural Normal School¹

FIRST YEAR

Subjects	Hours per week	Hours per year
Agriculture:		
Men	4	160
Women	2	80
Drawing	1	40
English	2	80
Ethics and citizenship	3	120
French	5	200
History of education	1	² 26
Home economics:		
Men	2	80
Women	6	240
Hygiene	2	80
Industrial arts:		
Men	4	160
Women	2	80
Mathematics	3	120
Music and singing	1	40
Physical education	1	40
Religion	1	40
School administration	1	¹ 13
Science	2	80
Social science	2	80

SECOND YEAR

Agriculture:		
Men	6	240
Women	2	80
Drawing	2	80
English	2	80
Home economics—Women	6	240
Hygiene	⁴ 2-2-0	⁴ 26
Industrial arts:		
Men	4	160
Women	2	80
Music and singing	1	40
Observation and practice teaching	⁴ 1-2-3	78
Pedagogy and methodology	⁴ 2-2-3	91
Physical education	4	160
Psychology (2 hrs. 2 trimesters—3 hrs.)	1	91
Religion	1	40
School law (1 trimester only)	1	13
Science	2	80
Social science	⁴ 2-2-1	65
Sociology	1	40
Spanish	1	40

¹ Direction Générale de l'Éducation Nationale, Section de l'Enseignement Rural. *Programme de l'École Normale Rurale*. Port-au-Prince, Haïti, 1954. Adapted from page 16 ff.

² 2 Trimesters only.

³ 1 Trimester only.

⁴ Number indicates hours per week in each trimester in cases where time allotment varies during the school year.

Rural Normal School¹—Continued

THIRD YEAR

Subjects	Hours per week	Hours per year
Adult education	9-0-1	13
Agriculture:		
Men	4-4-0	110
Women	1-1-0	26
Drawing	2	80
English	2	80
History of education	1	40
Home Economics—Women	5-5-4	182
Industrial arts:		
Men	4	160
Women	2-2-0	52
Music and singing	1	40
Pedagogy and methodology	2	80
Physical education	4-2-0	78
Practice teaching	7-8-8	299
Psychology	3	120
Rural law	1	13
School administration	0-0-1	13
Sociology	1	40
Spanish	2	80

¹ Direction Générale de l'Éducation Nationale, Section de l'Enseignement Rural. *Programme de l'École Normale Rurale*. Port-au-Prince, Haiti, 1964. Adapted from page 16 ff.

Elementary Schools

Beginners Section

Children of 4 and 5 years shall be admitted in this section (Optional) which shall be considered as "Kindergarten" or "Maternal School," where the young children enjoy themselves while they are trained together in small and various initiative work in proportion to their age.

Senses exercises: Penciling. Easy manual works. Games. Songs. Physical exercises.

There shall be no scheduled courses.

Preparatory Section

(First and second years)

<i>Courses</i>	<i>Hours per week</i>
Moral and religious instruction	1
Reading (French)	5
Writing	5
Beginning arithmetic	5
Lessons about things ¹	1
Drawing	2
Manual arts	2
Singing	1
Exercises and games	1
Total	23

Elementary Courses

(First and second years)

<i>Courses</i>	<i>Hours per week</i>
Moral and religious instruction	1
Reading	3
French	4
Writing	2
History and geography	1
Arithmetic	2½
Lessons about things ¹	1
Drawing	2
Manual arts	2
Singing	½
Exercises and games	1
Total	20

¹ Roughly equivalent to beginning social studies and science as offered in an American School.

Elementary Schools—Continued

Intermediate Courses

Courses for Certificate

(First and second years)

Course	Hours per week ¹
Religious instruction	1
Reading	3
French	4
Writing	1
Moral and civic instruction	1
History and geography	2
Arithmetic	3
Physic and natural sciences	1
Hygiene	$\frac{1}{2}$
Drawing	1
Manual arts	2
Singing	$\frac{1}{2}$
Exercises and games	1
Total	21

Classical Secondary Teaching in Lycées

Sixth Grade (*Sixième*)

Course	Hours per week ¹	
	A	C
French	7	8
Latin	6	0
History and geography	5	5
Mathematics	5	6
Drawing	2	2
Civics	1	1
Hygiene	1	1
English	0	2
Spanish	0	2
Total	27	27

¹ In the "Hours" column, "A" indicates section A (Latin—Greek); "C" indicates section C (Sciences—Modern Languages).

Note.—The students from *lycées* are obliged to furnish 30 hours of weekly attendance, the difference between this number and the total number of hours of work, which is 3 hours, represents the total hours for recreation which shall be given between the courses. The recreations shall last about 15 minutes.

Classical Secondary Teaching in Lycées—Continued

Fifth Grade (*Cinquième*)

Course	Hours per week ¹	
	A	C
French	7	8
Latin	6	0
History and geography	5	5
Mathematics	5	6
Descriptive botany	2	2
Civics	1	1
English	0	2
Spanish	0	2
Drawing	1	1
Total	27	27

Fourth Grade (*Quatrième*)

Course	A		C
French	6		8
Latin	4		0
Greek	3		0
English			2
or	2		
Spanish			2
History and geography	4		4
Mathematics	4		7
Descriptive zoology	2		2
Civics	1		1
Drawing	1		1
Total	27		27

Third Grade (*Troisième*)

Course	A		C
French	6		8
Latin	4		0
Greek	3		0
English			3
or	2		
Spanish			3
Haiti's history and geography	2		2
General history and geography	2		2
Mathematics	4		5
Physics	2		2
Chemistry	1		1
Drawing	1		1
Total	27		27

¹ "A" indicates section A (Latin-Greek); "C" indicates section C (Science—Modern Languages).

Classical Secondary Teaching in Lycées—Continued

Second Grade (Seconde)

Courses	Hours per week ¹	
	A	C
French language and literature	6	8
Latin language and literature	5	0
Greek language and literature	3	0
English		3
or	2	
Spanish		3
Haiti's history and geography	2	2
General history and geography	2	2
Mathematics	3	5
Physics	2	2
Chemistry	1	1
Drawing	1	1
Total	27	27

First Grade (Première or Rhétorique)

Courses	A	C
French language and literature	6	7
Latin language and literature	4	0
Greek language and literature	3	0
English		3
or	2	
Spanish		3
Haiti's history and geography	2	2
General history and geography	2	2
Mathematics	3	5
Physics	2	2
Chemistry	1	1
Plant physiology	1	1
Drawing	1	1
Total	27	27

Philosophy (Philosophie)

Courses	A	C
Philosophy	10	6
Haiti's history and geography	3	3
General history and geography	2	2
Mathematics	0	5
Physics	2	2
Organic chemistry	2	2
Elementary astronomy	1	1
Animal physiology	2	2
English		2
or	3	
Spanish		2
Common law	1	0
Hygiene	1	0
Total	27	27

¹ "A" indicates section A (Latin-Greek); "C" indicates section C (Science—Modern Languages).

Vocational School J. B. Damier*Number of hours by week for courses of general teaching and training in shop.*

Subject	Hours per week			
	First	Second	Third	Fourth
Drawing	2	2	2	2
English	1	1	1	1
French	4	3	3	2
General technology	10	13	17	18
Law and accounting				
Mathematics	3	3	3	2
Natural sciences	1			
Physic chemistry	1	1	1	1
Social sciences	1	1	1	1
Sport	1			
Total	24	24	28	28

Ecole Polytechnique D'Haiti – 1957-58**PREPARATORY YEAR**

Courses	Hours per week	Courses	Hours per week
Algebra and geometry	7	Inorganic chemistry	1
Spherical trigonometry	2	Mechanics	2
Descriptive geometry	2	Drawing	9
Physics	3	Analytical algebra	3

FIRST YEAR

Courses	Hours per week	Courses	Hours per week
Legislation	2	Descriptive geometry	2
Analytical algebra	2	Topographic theory	1
Physics	2	Topographic practice	2
Electricity	1	Analytics	1
Drawing	8	Architecture	1
Resistance (of materials)	2	Construction	1
Organic chemistry	1	Mechanics	1
English	1	Chemical analysis	1

Ecole Polytechnique D'Haiti—Continued**Civil Engineering
SECOND YEAR**

<i>Courses</i>	<i>Hours per week</i>	<i>Courses</i>	<i>Hours per week</i>
Thermodynamics	2	Materials	2
Irrigation	2	Statistics	1
Telecommunication	1	Sanitary engineering	2
Design (materials)	2	Soil mechanics	2
Geology	1	Construction	4
English	2	Technology	1
Rules of calculation	1	Hydraulics	1
Electricity	2	Resistance (of materials)	3

**Architecture
SECOND YEAR**

<i>Courses</i>	<i>Hours per week</i>	<i>Courses</i>	<i>Hours per week</i>
Projects in architecture	2	Statistics	1
Design (materials)	2	Mechanics of soil	2
Architecture	4	Technology	1
Rules of calculation	1	Design (industrial)	2
Electricity	1	English	1
Construction	3	Hydraulics	1
Concrete	2	Resistance (of materials)	3

**Civil Engineering
THIRD YEAR**

<i>Courses</i>	<i>Hours per week</i>	<i>Courses</i>	<i>Hours per week</i>
Roads	2	Bridges (metal)	2
Concrete	2	Technology	1
Political economy	1	Bridges (masonry)	1
Geology	1	Railroads	1
Irrigation	3	English	2
Telecommunication	1	Physics (electricity)	1
Construction	2	Industrial chemistry	1
Soils	3		

**Architecture
THIRD YEAR**

<i>Courses</i>	<i>Hours per week</i>	<i>Courses</i>	<i>Hours per week</i>
Roads	2	Bridges (metal)	2
Concrete	2	Technology	1
Political economy	1	Bridges (masonry)	1
Geology	1	English	1
Architecture	6	Physics (electricity)	1
Construction	2		

College of Law**FIRST YEAR**

<i>Subject</i>	<i>Hours per week</i>	<i>Subject</i>	<i>Hours per week</i>
Civil law	2	History of Haitian law	1
Criminal procedure	2	Penal law	2
Elements of Roman law	1	Political economy	2

SECOND YEAR

<i>Subject</i>	<i>Hours per week</i>	<i>Subject</i>	<i>Hours per week</i>
Civil law	2	International law	2
Civil procedure	2	Statistics	2
Constitutional law	2		

THIRD YEAR

<i>Subject</i>	<i>Hours per week</i>	<i>Subject</i>	<i>Hours per week</i>
Administrative law	1	Conflict of laws (Droit international privé)	2
Civil law	2	Maritime law	2
Commercial law	2	Science of finance	2

College of Medicine

P.C.B. (1 year premedical course)

<i>Subject</i>	<i>Hours per week, by year</i>			
	<i>Theory</i>	<i>Practice</i>	<i>Total weekly</i>	<i>Total annually</i>
Biology	2	9	11	440
Botany	2	4	6	240
Chemistry	3	4	7	280
English	2	.....	2	80
Physical chemistry	1	.....	1	40
Physics	3	.....	3	120
Psychology	1	.....	1	40
Spanish	2	.....	2	80
Zoology	1	.....	1	40

College of Medicine—Continued

FIRST YEAR

Subject	Hours per week, by year			
	Theory	Practice	Total weekly	Total annually
Anatomy.....	2	8	10	400
Bacteriology.....		2	2	80
Biological chemistry.....	2		2	80
Embryology.....	1		1	40
Histology.....	1	2	3	120
Medical semiology.....	1	2	3	120
Organic chemistry.....	2	2	4	160
Physiology.....	3	2	5	200
Surgical semiology.....	1	2	3	120

SECOND YEAR

Anatomy.....	4	5	9	360
Bacteriology.....	2	2	4	160
Biochemistry.....	2		2	80
Endocrinology.....	1		1	40
Nutrition.....	1		1	40
Organic chemistry.....	2		2	80
Parasitology.....	1		1	40
Pediatrics.....	1		1	40
Physiology.....	2		2	80
Preventive medicine.....	1		1	40
Semiology.....	3	4	7	280
Serology.....	1	4	5	200
Surgery.....	1	4	5	200

THIRD YEAR

Clinic.....		6	6	240
Dermatology.....	2		2	80
Immunology.....	1		1	40
Medical jurisprudence.....	1		1	40
Medical pathology.....	2		2	80
Obstetrics.....	2		2	80
Operative medicine.....	3		3	120
Orthopedics.....	1		1	40
Otorhinolaryngology.....	1		1	40
Pathological anatomy.....	1	2	3	120
Pediatrics.....	2		2	80
Pharmacology.....	1		1	40
Radiodiagnosis.....	1		1	40
Radiotherapy.....	1		1	40
Surgical clinic.....		2	2	80
Surgical pathology.....	2		2	80
Therapeutics.....	2	2	4	160
Tropical medicine.....	2		2	80
Urology.....	2		2	80

College of Medicine—Continued

FOURTH YEAR

Subject	Hours per week, by year			
	Theory	Practice	Total weekly	Total annually
Anatomical pathology	1		1	40
Cardiology	1		1	40
Clinic		2	2	80
Clinic endo		2	2	80
Dermatology	1		1	40
Endocrinology	2		2	80
Gynecological clinic		2	2	80
Gynecology	1	1	2	80
Medical clinic		2	2	80
Medical jurisprudence	1		1	40
Medical pathology	3		3	120
Obstetrical clinic		2	2	80
Operative medicine	1		1	40
Ophthalmology	1		1	40
Phthisiology (tuberculosis)	1		1	40
Preventive medicine	1		1	40
Psychiatry	1		1	40
Radiodiagnosis	1		1	40
Radiotherapy	1		1	40
Surgical clinic		2	2	80
Surgical pathology		2	2	80
Therapeutics	2		2	80
Toxicology	1		1	40
Urology	1		1	40

School of Pharmacy

FIRST YEAR

Biology (cellular)	1		1	40
Botany	2	2	4	160
Chemical pharmacy	1	2	3	120
Galenic pharmacy	1		1	40
Physics	6		6	240
Qualitative chemical analysis	1	3	4	160
Training in a pharmacy		12	12	480
Zoology	1		1	40

School of Pharmacy—Continued

SECOND YEAR

Subject*	Hours per week, by year			
	Theory	Practice	Total weekly	Total annually
Analytical Chemistry	1		1	40
Biology	1½	1½	3	120
Chemical pharmacy	2	3	5	200
Galenic pharmacy	3		3	120
Masteria medica	1		1	40
Organic chemistry	2		2	80
Physiology	1		1	40
Qualitative chemical analysis		2	2	80

THIRD YEAR

Bacteriology		2	2	80
Bacteriology	1		1	40
Biochemistry	2	1	3	120
Chemical pharmacy	2	3	5	200
Galenic pharmacy	1½	1½	3	120
Immunology	1		1	40
Microscopy		3	3	120
Organic chemistry	2		2	80
Parasitology	1		1	40
Pharmacology	1		1	40
Quantitative chemical analysis	1½	2	3½	140
Toxicology	1		1	40

College of Dentistry

PREPARATORY YEAR

Biology	2	4½	6½	260
Elementary psychology	2		2	80
English	1		1	40
Inorganic chemistry	3	2	5	200
Physics	5		5	200
Spanish	2		1	80
Zoology	1		1	40

FIRST YEAR

Anatomy	2	8	10	400
Dental anatomy	2		2	80
Dental histology	2	2	4	160
Dental prosthetics	1	2	3	120
Medical symptomatology	3	2	5	200
Physiology	4	1	5	200

College of Dentistry—Continued

SECOND YEAR

Subject	Hours per week, by year			
	Theory	Practice	Total weekly	Total annually
Anatomy of the head	3	2	5	200
Bacteriology	4		4	160
Dental histopathology	1		1	40
Dental X-ray		1	1	40
Exodontia	8	5	13	520
Operative denistry		1	1	40
Operative technique		2	2	80
Physiology	3		3	120
Preventive denistry	1		1	40
Prosthetics	1	2	3	120
Prosthetic technique		3	3	120

THIRD YEAR

Cellular pathology	1		1	40
Clinic		20	20	800
Dental therapeutics	1		1	40
Exodontia		3	3	120
Operative technique	1	2	3	120
Oral surgery		1	1	40
Prosthetics	1	8	9	360
Surgery		2	2	80

FOURTH YEAR

Clinic		16	16	640
Deontology	1		1	40
Exodontic anaesthesia	1		1	40
Operative technique	1	2	3	120
Oral and exodontic surgery		2	2	80
Oral pathology		1	1	40
Oral surgery		1	1	40
Orthodontia	1		1	40
Prosthetics	1	8	9	360

School of Nursing**FIRST YEAR**

<i>Subject</i>	<i>Hours per year</i>	<i>Subject</i>	<i>Hours per year</i>
Anatomy and physiology	90	Music	60
Bacteriology	60	Normal nutrition	30
Bandage massage	20	Nursing art theory and practice	120
Chemistry	50	Personal hygiene	25
English	60	Physical culture	60
Ethics	16	Professional orientation	25
History of nursing	20	Psychology	15
Materia medica	30		

SECOND YEAR

<i>Subject</i>	<i>Hours per year</i>	<i>Subject</i>	<i>Hours per year</i>
Communicable diseases	20	Pediatrics	30
Diet in sickness	32	Physical culture	60
English	60	Practical medicine	30
Ethics	10	Practical nutrition	34
Medicine	40	Practical obstetrics	20
Music	60	Practical surgery	30
Obstetrics	35	Surgery; gynecology	40

THIRD YEAR

<i>Subject</i>	<i>Hours per year</i>	<i>Subject</i>	<i>Hours per week</i>
English	60	Principles of teaching	15
Mental hygiene and psychiatry	20	Professional orientation	20
Music	60	Psychology	15
Ophthalmology	10	Public health	30
Physical culture	50	Public hygiene	20
Principles of social work	10	Sociology	30
		Tuberculosis	10

Clinical Program**A.—General Hospital.**

	Months		Months
Emergency	3	Pediatrics	3
Maternity	3	Preclinic	3
Medicine	5	Private nursing	1
Nutrition	1	Surgery	5
Otorhinolaryngology	2	Urology	3
Operating room	3		

B.—Affiliated Institutions.

Public health centers	3	Sanatorium	1
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National School of Agriculture¹**FIRST YEAR**

Subject	Hours by year			
	Theory	Practice	Total per week	Total per year
Botany	2	2	4	160
Drawing	1		1	40
English	2		2	80
General chemistry	2	2	4	160
Geology	2		2	80
Library		6	6	240
Mathematics	4		4	160
Physics	1		1	40
Spanish	2		2	80
Sports		4	4	160
Zoology	2	2	4	160

SECOND YEAR

Agriculture	2	8	10	400
Animal husbandry	2	4	6	240
Bacteriology	1	2	3	120
English	1			40
Entomology	2	2	4	160
Geology	2		2	80
Library research		4	4	160
Organic chemistry	2	2	4	160
Plant anatomy	2	2	4	160
Plant physiology	2	2	4	160
Rural engineering	2		2	13
Shop		1	1	40
Spanish	1		1	40
Sports		2	2	80
Topography	1	1	2	52

THIRD YEAR

Agricultural statistics	1		1	40
Agriculture	2	6	8	320
Agrology	2	2	4	160
Animal husbandry	2	4	6	240
Apiculture	1	2	3	39
Economique entomology	2	2	4	52
Genetics	2	2	4	132
Library research		2	2	26

¹ Compiled from National School of Agriculture, University of Haiti. *Program of Agricultural Studies*. State Printing Office, Port-au-Prince, July 1963.

² For the first trimester only.

³ For the second trimester and third trimester only.

⁴ For two trimesters only.

National School of Agriculture—Continued

THIRD YEAR — Continued

Subject	Hours by year			
	Theory	Practice	Total per week	Total per year
Meteorology and Climatology	1		1	40
Plant pathology	1		1	13
Rural engineering	2		2	80
Rural legislation	1		1	40
Soil improvement	2		2	26
Sports		2	2	80
Veterinary medicine	3		3	120

FOURTH YEAR

Agricultural techniques	1	2	3	78
Agriculture	2	6	8	320
Animal husbandry	2	4	6	240
Experimental techniques	1	2	3	120
Extension methods	1	2	3	120
Fish culture	1	2	3	78
Medical entomology	1	2	3	39
Plant pathology	2	2	4	52
Rural economy	2		2	80
Rural engineering	2	2	4	160
Rural sociology and cooperative education	1		1	40
Soil conservation	2	2	4	52
Sports		2	2	80
Sylviculture	2		2	52
Veterinary medicine	1	4	5	200

¹ Compiled from National School of Agriculture, University of Haiti. Program of Agricultural Studies. State Printing Office, Port-au-Prince, July 1953.

² For the first trimester only.

³ For the second trimester and third trimester only.

⁴ For two trimesters only.

Institute of Ethnology

Subject	Hours per week	Hours per year
Cultural anthropology	2	72
Ethnography	2	72
Ethnopsychology	2	72
Genetics	2	72
Human geography	1	36
Physical anthropology	1	36
Pre-Spanish civilization	2	72
Sociology	1	36
Statics	1	36

B. — Some Decrees, Laws, and Regulations

Secondary Education (*Lycées*)

Decree—Law Excerpts

Article 1.—Secondary education for boys is provided in the *lycées*, colleges, or private schools of Haiti.

Article 2.—At the reopening of schools in October, the national *lycées* will organize in agreement with the General Administration of Education, the two trainings foreseen by the law, which are: Section A (Latin—Greek) and section C (Sciences—Modern Languages), whereas the private schools and colleges will have the opportunity of teaching Latin—Sciences (section B) * * *

Article 3.—The students in secondary education are left the choice between the two sections; however, after the elementary classes, the pupil who has no aptitude for Latin and Greek will be asked to go to section C, after communication to his parents or the person in charge of his education, provided the *lycée* to which he belongs prepares for this section.

Article 4.—The pupil of section C may be admitted in section A after the grammar classes, provided he satisfactorily passes a special nomination in Greek and Latin * * *

* * * * *

Article 7.—The pupils of elementary classes in colleges and private secondary schools must pass the official examination for the certificate of "Grammar schools."

No pupil will be admitted in *sixième* in *lycée* or private secondary school unless he holds such a certificate.

Article 8.—The age limit of pupils in each class of secondary education has been arranged as follows:

	Years		Years
Class 6	14	Class 2	18
Class 5	15	Class 1	19
Class 4	16	Philosophy	20
Class 3	17		

No one will be admitted in the class of a *lycée*, if he already has reached the above mentioned age limit fixed for each class * * *

* * * * *

Article 11.—In every *lycée* a register will be kept in which will be written:

1. Name, Christian name, and age of the pupil.
2. Name and address of the pupil's guardian.

3. The class in which the pupil is admitted.
4. Number of admission card.
5. Date of leaving school with indication of causes for leaving.

Article 12.—The maximum number of pupils in a class should not exceed 35.

Article 13.—The courses start in the morning at 8 o'clock, and in the afternoon at 2:00.

Article 14.—The plans of studies determining the number of hours which will be dedicated to each subject matter will be prepared by the General Administration of Education.

Article 15.—The schedule of work to be performed by the members of the staff in a *lycée* will be prepared each year by the School Director and then handed to the General Administration for approval, in the first 2 weeks of the month of October. The Director will take into account the capacity of each teacher.

Article 16.—The professors must give daily 3 hours work to the school, which amounts to 15 hours per week.

They are obliged to get to school at regular hours and cannot absent themselves without a legitimate cause.

For All Grades and All Sections

Religion.—Teaching of religion will be given by the parish priest who will make an agreement on this matter with the Director of the *lycée*.

Music.—Teaching of music will be provided by professors appointed to this effect and out of class hours from 11:00 a.m. to 12:00 a.m.

Physical Education.—Physical exercises are compulsory for all pupils from grade 6 to 1. A professor will be appointed to that effect. The lessons will be given everyday from 5:00 p.m. to 6:00 p.m. according to the schedule adopted by the Director.

Decree — Law on the Inscription of Candidates

Article 1.—The inscription of candidates to any examination takes place at the office of "School Inspection," in their respective district, even if the examinations are to be held in any other place.

Article 2.—The list of candidates, thus prepared by the School's Director to which they belong, will be sent to the Inspector of School, not later than 15 days before the date fixed for the examinations to be held. The names of the candidates will be transcribed in a special register prepared for this purpose.

Article 3.—The inscription list, duly certified by the director or directress, will contain the Christian and family names of the candidates, their date and place of birth * * *

Article 4.—The inscription of private pupils will be received only if the School Inspectors have been advised by letter, at the beginning of the school year; by the person in charge, that the preparation of the candidate has been committed to a professor. This statement will be consigned on a special register by the Inspectors * * *

Article 5.—Ten days before the examinations take place, the School Inspector will close the register for registration and send to the Director General of National Education a complete list of candidates with, facing each name, the date and place of birth, the school where the candidate has studied, or the names of persons who are responsible for the candidate and the private professor he has had.

This list will be accompanied by application for registration from private pupils if there are any.

Written Examinations

Article 6.—The written tests are given under the general supervision of the president of the jury with the assistance of a member of the Board of examination in charge of the correction of the copies * * *

* * * * *

Article 9.—A member of the examination board, in charge of the correction of a test may cancel two similar copies, if it can be proved that the candidates could have contacted each other during the test.

Article 10.—The candidate who will be found in possession of a sheet of paper on which are written the answers to the questions put to him, will be excluded from the room and will not be allowed to pursue the examination * * *

* * * * *

Article 13.—The marks given to the copies by a member of the examining body, are definite only with the assent of the majority of the said examination body. In case the vote happens to be a draw, the voice of the president will count as two.

Article 14.—The candidates who get through the examinations held during the July session, but fail to succeed in the oral examination should keep their credit for the September session. If they fail again, they lose every credit and will have to start the whole thing again.

Oral Test

Article 15.—The oral tests are held in public * * *

* * * * *

Article 17.—The examiner will ask the candidate to present his identity card, as requested in Article 6, before starting questioning him * * *

Article 18.—Every examiner, after closing the oral examinations, will hand to the president of the jury, the list of pupils that have been questioned with the respective mark obtained by every one of them.

Article 19.—The notebooks will be examined by the jury, at the time of the discussion of the marks, and all information contained in the notebook will be taken into account for the admission of the candidate.

General Disposition

Article 20.—After closing the examination, a certified copy of the record of evidence, accompanied by the written tests and sheets containing the marks of the oral tests, will be handed without delay to the General Administration of Education through the school inspector.

The letter will mention:

1. The number of candidates who have been qualified for each school.
2. The total number of qualified candidates in regard with the number of candidates who have been presented; mention will be made of all observations made concerning the candidate, and also all observations presented by the Inspector to the Department concerning the examinations.

Article 21.—A list of the qualified candidates will be posted at the "Inspection Scolaire" or at the "city hall," as soon as the Inspector will have been advised by the Department that the record of evidence has been approved * * *

Commercial Schools¹

Decree-Law Excerpts

1. Commercial training is provided by private schools and institutions which have a license, and by special sections of certain national public schools.

2. This license is granted, taken away or withdrawn by the Secretary for National Education, after two reports written by the Administration of Industrial Education * * *

3. The requests for a license should mention, with documents supporting the statements made:

- a. The section or sections included in the teaching provided by the School.
- b. The qualifications of personnel (director, professor) with diplomas or certificates supporting statements made.
- c. Health condition of the personnel, with health certificates from the Department of Public Health.
- d. Morality of the personnel with certificate of good behaviour from the Major's office.
- e. A description of the premises and furniture of the school for each section, with a detailed inventory signed by the School Director.

4. The Commercial Course comprises four sections:

- a. Typewriting and stenography in French or English.
- b. Secretarial training.
- c. Accounting.
- d. Living languages.

5. The division of living languages, provided for by the decree-law of September 24, 1943 will come under a special regulation to be prepared by the Administration of Industrial Education after approval by the Department of National Education * * *

Qualifications of the Personnel

Article 7.—To become director of a commercial school, one has to have the *baccalaureat* certificate, or a diploma from normal school and moreover have

¹ Translated from mimeographed copy of laws and regulations concerning commercial schools, supplied by Assistant Director General of National Education, January 1958.

an official diploma for at least one of the subject matters to be taught at the school.

Article 8.—To become professor of commerce, one must have the *baccalaureat* certificate (first and second part) or a diploma from the normal school and also a diploma for the subject matter which he plans to teach. However, the authorization for teaching a commercial subject matter in a commercial school will be given to the one who, without holding a *baccalaureat* certificate, can prove that he has taught that subject for 5 years.

Qualifications of the Students

Article 9.—To be allowed to follow the courses in a commercial school, one must, whatever may be his sex or age, present the following conditions:

- a. For sections other than accounting and secretarial, the candidate must have a certificate proving that he or she has studied up to the third grade.
- b. For the accounting section as well as for secretarial courses one must have the certificate of the *baccalaureat* (first and second part). Moreover, the admission to secretarial courses requires one's enrollment at the course of typewriting, and the diploma of secretary can be obtained only after the diploma of commercial typewriting has been obtained or is being aimed at.

Duration of the Studies

Article 10.—The duration of studies for each section other than accounting and secretary is of at least one school year. The duration of studies for the Accounting and Secretarial sections is of 2 years * * *

Schedule of Courses

Article 11.—The program for the course of typewriting will bear the following chapters: Study of the key according to the "By touch system"—Study of the mechanism of the typewriter. Usual works in typewriting—Technique in the preparation of a table work.

Article 12.—The program of the stenography courses is as follows: Study of elementary syntax—Study of abbreviating rules—Acquiring speed—Take a dictation in shorthand and transportation of texts.

Article 13.—The following subject matters are taught at the accounting course:

First Year

Accounting
Commercial arithmetic
English
Commerce
Economics

Second Year

Accounting
English
Commerce
Commercial arithmetic
Financial law
Commercial law
Statistics

Article 14.—The following subject matters are taught at the course of Secretariat:

- French—English stenography
- Typewriting
- Elements of accounting
- Handling of calculating machine and calculating ruler
- Filing
- Administrative proceedings and practices
- English

On Enrollment

Article 16.—An enrollment sheet will be placed at the disposal of each student (one original will stay in the files of the General Administration of National Education, while the copy will be held by the school, to be handed to the student the day before the official examinations take place). That enrollment sheet will bear:

- a. The name of the school.
- b. Family and Christian names of the student, an identity photograph.
- c. The field of studies in which the student is interested.
- d. The presentation of the diploma or certificate showing the aptitudes of the student.
- e. An indication of the dates on which each student has enrolled in each section of the commercial courses.
- f. The signature of the school director and the assistant General Director of Industrial Education.

Article 19.—Students who hold a diploma from a foreign school will not be allowed to work as accountant in Haiti before having fulfilled the following requirements:

- a. They will take an examination in the usual form, in the presence of a board of examinations appointed by the Administration of Industrial and Technical Education.
- b. A fee of Gourdes 25.00 (\$5.00) will be required from the Haitians, and Gourdes 250.00 (\$50.00) from aliens, before the delivery of a diploma by the division of National Education.

Article 23.—To be considered worthy of the diploma for commercial type-writing, the candidate must:

1. Prepare in a satisfactory manner a test on spelling (unfinished words to be completed—wrong spelling to be corrected). The test will be on 200 words.
2. Be able to type 40 words a minute on two different tests of a duration of 3 minutes each one, with a percentage of mistakes lower than 3 percent.
3. Prepare in a satisfactory manner a synoptic table, the drafting of which does not exceed 30 minutes.

University of Haiti (General)

Decree—Law Excerpts

Article 1.—The University of Haiti is created for giving superior theoretical and practical teaching in the Faculties and in the schools or superior institutes, affiliated with it; to stimulate and organize the scientific researches and to serve as center of scientific diffusion, divulgation and of administration.

The University of Haiti may with the approbation of the Council of Secretaries of State: buy, sell, accept donations and heritage, contract with individuals and make other administrative acts.

Article 2.—The faculties of the university and the schools or superior institutes which are affiliated will be designed by a decree of the President of the Republic, who will determine the relations of the affiliated schools with the central administration of the University.

To the faculties or superior schools affiliated with the university, there might be added with special mention—because of the actual state of the development of our teaching—the schools or special courses, the admission conditions and the studying level of which might be different to those established for the superior teaching in general. The courses given in such schools will not however be considered as university teaching.

Article 3.—Superior teaching is also given in private schools called "free" (not entirely sponsored by the Government), and in special superior schools organized by the Government or with the Government help (military academy, apostolic seminary, etc.) working outside of the university.

The private schools are placed under control of the Department of Public Instruction. In order to function, they have to get a special license delivered by the Secretary of State for Public Instruction, upon justification by the University Council according to laws and decrees regulating the "free" schools. This license can be withdrawn upon justification by the University Council.

Special superior schools as well as schools called "free" may deliver diplomas according to laws which govern them.

Article 4.—The University of Haiti is placed under control of the Secretary of State for Public Instruction. The direction and operation of the university are assumed by the University Council presided over by a Rector, according to the general regulations decreed by the President of the Republic.

The faculties of the University of Haiti are directed by their respective Deans, each of them helped by the Council of Professors of the Faculty.

The Schools or Institutes affiliated are directed by their respective directors helped by the Council of Professors of these establishments.

Article 5.—The University Council is formed by the Rector, the Deans of various faculties, and directors of institutes or superior schools affiliated. It is presided over by the Rector.

The University Council convenes at least each 2 months. Upon convocation made by the Rector himself or by special request of the Secretary of State for Public Instruction it meets in extraordinary sessions.

The duties of the University Council will be fixed in detail by the general regulations as previously seen in article 4.

Article 6.—In order to assure the good operation and relation of the University with Services of Public Instruction, the Secretary of State for Public Instruction will be assisted by a Consultative Council which will meet twice a year at the end of January and at the beginning of August. Extraordinary convocations however may be made at any time by the Secretary of State for Public Instruction.

The Consultative Council will be composed by the members of the University Council, the General Directors of Urban Instruction, the Directors of Rural Instruction and the Directors of the General Hospital.

Article 7.—The University Council will be presided over by the Rector. Assisted by the Deans of faculties and the directors of affiliated schools, he controls the good operation of the university and application of university laws and by-laws; he is in charge of the general administration of the university. He is helped in his administrative work by a chief treasurer and a secretary.

Article 8.—The Rector is appointed by the President of the Republic from a list of three names presented by the Secretary of State for Public Instruction.

The three names are designated as follows: The University Council chooses two names from among those of the titular teachers who are not members of the council and who have been distinguished for their personal value, their eminence in their field of work and their good moral and intellectual integrity. The Secretary of State for Public Instruction will add the third name that he will choose among the titular teachers or among the members of the University Council.

The Deans are appointed by the President of the Republic upon the recommendation of the Secretary of State for Public Instruction. When a vacancy occurs, the Secretary of State will present a candidate from a list of two names at least and three names at the most submitted by the University Council and chosen among the titular teachers of the faculty where the nomination is to take place.

The members of Professorial Teaching Board and the members of the administrative permanent personnel are appointed by the President of the Republic upon recommendation of the University Council. This recommendation will have to be approved and transmitted by the Secretary of State for Public Instruction.

The conditions for recruiting and promoting the Professorial Teaching Board, the auxiliary teaching board, and the administrative personnel will be determined by the general regulations previously seen in article 4.

These regulations will also have a classification of the Professorial Teaching Board as well as the conditions for employing, with or without contracts, foreign professors every time this will become necessary.

Article 9.—The Rector and the Deans will have their chairs in the faculties to which they belong. At the cessation of their respective functions, they continue or take again their professorial activities if they had abandoned them temporarily.

Article 10.—The titular professors and the members of the teaching board of the Medical School can be employed as chief or chief assistant in clinics or laboratories in the General Hospital at the same time. In case of absence of qualified professors at the university, certain specialists whose competence and integrity, moral and intellectual, are known, who already occupy a paid position in another service of the Government, can be authorized under special title by the President of the Republic to teach in the University upon written and justified request of the University Council, and the Secretary of State for Public Instruction.

This request can only be approved if it is established that the courses at the University can be dispensed outside of the regular hours of work in the interested service of the Government.

A professor recruited under these conditions can be called upon to teach only one subject and for only 2 hours at the most per week. Moreover, compensation for these courses can be made only under seal.

College of Sciences

Decree-Law Excerpts

Article 1.—Within the frame of the University of Haiti, as it has been organized by the decree law of December 1944, there is created a faculty of sciences which will be a center for giving advanced theoretical and practical training in mathematical, physical, and biological sciences.

The organization of chairs and laboratories of the faculty of sciences will be done gradually, it will depend upon budgetary responsibilities and also the possibility of recruiting trained personnel.

Article 2.—Superior technical schools, research institutes can be attached to the faculty of sciences as annexed or affiliated institutions.

Article 3.—The faculty of sciences will be part of the University of Haiti as soon as the article 2 of the Decree Law of December 27, 1944 and all the general regulations of the administration concerning the University of Haiti will be applied.

Article 4.—This present Decree Law abrogates all law or disposition of Law, all Decree Law or disposition of Decree Law which are opposed to it and will be executed at the diligence of the Secretary of State for Public Instruction.

Polytechnical School

Decree-Law Excerpts

Article 1.—The School of Applied Sciences from October 1, 1947 becomes a superior school of the Government, affiliated to the University of Haiti and being part of the faculty of sciences of the University under the name of *Polytechnic School of Haiti*.

Article 2.—The school is directed by an engineer chosen by the Secretary of State for National Education after consulting the Secretary of State for Public Works on a list of three professors or former professors given by the Professors Council.

Sections

Article 3.—The school has three sections:

1. The civil engineering section
2. The architectural section
3. Mechanical and electrical section.

The Professors Council of the faculty of sciences might always with the approbation of the Secretaries of State for National Education and Public Works, add new sections to the preceeding list within the limitations of the budget.

Length of Studies

Article 5.—The length of studies is 3 years.

Diplomas

Article 6.—Each section grants a diploma for the total of the subject taught, in the section.

Personnel

Article 7.—The personnel of the school includes:

- The director.
- The professors.
- The assistant professors.
- The administrative personnel.

The salaries will be retributed like for the personnel of the University of Haiti within the limitations of the budget.

According to the dispositions of article X of the Decree Law of December 27, 1944 reorganizing the University of Haiti, the Secretary of State for Public Works might delegate—with special mention—some engineers of the Department of Public Works for teaching certain courses at the Polytechnic School of Haiti.

Training

Article 10.—Training for the students of second and third years will be done as much as possible on the work sites of the Department of Public Works, a remuneration will be allocated for the trainees.

College of Law

Decree Excerpts

General Dispositions

Article 1.—The courses of instruction are distributed by the Dean for the 3 years of studies and among the different professors, according to their capacity and specialities, after deliberation of the Council of Professors of the faculty.

The schedules of courses are submitted by the Dean for the approval of the Secretary of State for Public Instruction every year during the first week of October.

The Dean may, after consideration by the Council of Professors and approval of the Secretary of State for Public Instruction, establish supplementary courses which will consist of useful exercises upon any topic of the program.

* * * * *

The Dean

Article 4.—The Dean assumes the general supervision of the faculty and is responsible for maintaining order and discipline.

* * * * *

The Professors

Article 9.—To be professor at the College of Law, one must obtain a diploma from a university or a superior school for the teaching theme, have acquired practical experience and a recognized competence, and be of good moral standards.

Article 10.—At the reopening of school in October, the professors must give to the Dean a detailed program for the courses they will teach during the year.

* * * * *

The Secretary

Article 12.—To be Secretary of the College of Law, one must be Bachelor of Laws or at least have a diploma from a school of superior teaching and be of good moral standards.

* * * * *

The Librarian

Article 15.—To be the librarian at the School of Law, one must obtain a diploma from a school of superior teaching in library or at least possess a certificate of secondary studies (part 2) and have secured satisfactory training of 1 or 2 months at the National Library.

Article 16.—The librarian is fully responsible for all the books in the Library.

The books may be used by the students, but only in the library.

The professors may after delivering a receipt, borrow—for a period not exceeding 1 month—the books that might be useful for their courses.

The librarian will reimburse the value of any book lost.

The Students

Article 18.—The admission of students takes place every year from September 15 to 30 . . .

For registration, each student must produce:

1. A copy of his birth certificate.
2. His certificat d'études secondaires, part 2, or an equivalent report.
3. A certificate of good moral standards delivered by the Mayor or Magistrate of his home town.
4. A certificate of good health, by the National Service of Hygiene, certifying that he has no infectious diseases.
5. Two photographs of identification.
6. An authorization from his tutor if he is minor.

These documents will be kept in the files of the College during the length of the studies.

The certificates for health and good moral standards will be renewed every year.

Article 19.—The Dean may organize a yearly medical examination to which all the students will attend.

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Article 21.—Each student pays 10 gourdes (\$2.00) every year at the registration, to the Secretary of the College, at periods fixed by the law.

The registrations are strictly annual, they are valid only for the academic year in which they are made.

The candidates for degree in Law pay 10 gourdes (\$2.00) for diploma fees in October.

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Article 23.—The students must have the greatest respect for the Dean and the Professors and the most strict discipline in the class rooms.

They shall be submitted to laws and decrees governing the College of Law, as well as to interior regulations which might be taken by the Dean, with the approbation of the Secretary of State for Public Instruction.

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The Examinations

Article 25.—The scale of marks is fixed from 0 to 100. It can be modified by the Council of the University of Haiti.

Any marks obtained from 0 to 15 for any one of the subject matters is eliminatory and thus exclusive from all average.

Article 26.—The examinations are made by the professors gathered under the chairmanship of the Dean in the presence of a representative of the general direction for urban teaching.

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The choice of written and oral questions is made by the Dean of the College in the presence of the examinations' jury.

Article 27.—The students go through examinations at the end of the first and second trimesters and at the end of the year.

Article 28.—To be admitted at the oral examinations the student must have obtained a general average of 65 percent for all the written trimestrial and annual examinations.

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Article 31.—After the extraordinary session of examinations the student who fails, either at written or at oral, must begin over the year, but nobody will be admitted to start over a third time the same year of juridical studies.

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Article 35.—The diplomas are delivered by the Secretary of State for Public Instruction, President of the Council of the University of Haiti.

The diploma will carry mention of "Magna Cum Laude" or "Cum Laude" when the general average of the titular will be at least 90 or 80.

Article 36.—The students of the Free Schools of Law, candidates to the Law Licence must from May 1st to 31st of each year, be registered at the College of Law of Port-au-Prince and submit the following documents:

1. A copy of his birth certificate.
2. Two identification photographs.
3. A detailed certificate upon juridical studies mentioning studied matters, the number of hours weekly, examinations taken, marks and results obtained.

They pay an examination fee of 10 gourdes (\$2.00) and a diploma fee of 10 gourdes (\$2.00).

Free Schools of Law

There are four: (1) Free School of Law of Cap-Haitien. (2) Free School of Law of Gonaïves. (3) Free School of Law of Cayes. (4) Free School of Law of Jérémie.

They are private institutions recognized as Public Service. Without being affiliated schools, they are nevertheless controlled by the University of Haiti which confirms the diplomas delivered by them. Length of studies: 3 years.

College of Medicine and Pharmacy

Regulation Excerpts

Admission

The applications for admission shall be sent to the College of Medicine's Secretariat from December 15 to 30 every year.

The applicant must submit the following documents:

1. An identification card if he is major.
2. A certificate of good moral standards delivered by the mayor of his residential town.

3. A health certificate delivered by the doctor.
4. A written authorization by his tutor if he is minor.
5. A copy of his birth certificate.
6. Copy of his life record.
7. For the Section of Medicine: P. C. B.
 - b. For P. C. B.: *Certificat d'études secondaires*.
 - c. For Dentistry: *Certificat d'études secondaires* (Part I).
 - d. For Pharmacy: *Certificat d'études secondaires* (Part I).
 - e. For Obstetrics: *Brevet élémentaire* and nurse diploma above the marks 10, 20, 30, 40, 50.

A foreigner who wants to be registered at the College shall furnish to the Secretariat with the above mentioned for the sections, the following documents:

1. His universities diplomas.
2. A French translation of his records signed by his Consul.
3. An identification certificate with photograph attached, signed by his Consul.

In case the number of applicants should exceed capacity of the rooms, the choice will be made upon a competitive basis.

Examinations

There are two annual sessions of examinations at the college: the ordinary session in July, and the extraordinary session in September, the tests for which are practical, written and oral.

Besides these two sessions, there are the trimestrial examinations whose tests are only written and take place in the college.

The average obtained by the students at the trimestrial examinations shall count in the average of examinations for promotion.

To be allowed to go from one year to another, the student must obtain a general average of 65 percent for all the tests.

Students

The students have to assist to all theoretical courses, to be attentive to practical works, and to go to clinic rooms. They must have the greatest respect for their professors and the greatest discipline in the classrooms.

For breaking these rules they are subject to disciplinary measures, these measures are according to the seriousness of the act. They will be:

1. Warning and scolding pronounced by the director of the section.
2. Temporary suspension pronounced by the Dean upon report of the director.
3. Expelling pronounced by the general administration of the Public Health Service, upon written and motivated report of the professors council, approved by the Health Department.

Pharmacy

Admissions

Article 1.—The conditions for admission at the pharmacy section are the same as for the section of medicine.

The number of students to be received annually for the section of pharmacy will be in proportion of the Laboratories' capacity and the budgetary's applications fixed by the Deap.

Article 2.—Length of studies.—Registrations.—

The length of studies in order to get a diploma of pharmacist, is 3 years, during which the student takes 12 registrations whose conditions and regulations have been stated in the Section of Medicine.

Article 3.—Plan of studies. Classification of subject matter per year.

First year.—Mineral chemistry, qualitative chemical analysis, botanic, chemical pharmacy, physic, training.

Second year.—Mineral chemistry, organic chemistry, qualitative chemical analysis, medical matters, biology, chemical pharmacy.

Third year.—Organic chemistry, galenic pharmacy, quantitative chemical analysis, bacteriology, physiology, organic chemical pharmacy, immunology and serology.

The validation examination for training has 3 tests:

1. The practical test for the preparation of a clinical or chemical medicine. This test shall be preceded by the written narration (without books) of the type of operation which, when being executed might be followed in the "Codex."
2. A test of reconnaissance of medicines the number of which shall be fixed by the examination's jury.

An oral test upon pharmaceutical operations.

3. A test upon medicines and prescriptions which might be given at the two tests shall be prepared by the director of the section of pharmacy with the collaboration of the professors, at the beginning of the scholar year and shall be published.

Examinations

There are two annual sessions of examinations: The ordinary in July, the extraordinary during the last 2 weeks of September.

The tests for these examinations shall be practical, written and oral.

Professor's Statute

The professor's statute for the section of pharmacy is the same as for the professors of the section of medicine.

To be titular professor at the section of pharmacy, one must have been teaching during 5 years, or be in possession of a diploma from a school abroad, certifying that the candidate has studied the specialty during one year at least * *

Students

The students are bound to assist at the theoretical courses, to be attentive to practical works. They must observe the greatest respect for their masters and a strict discipline in the work rooms.

College of Dentistry

Regulation Excerpts

Requirements for admission are made to the College Secretariat each year from September 15 to the day after the publication of the results for the extraordinary session of "Baccalaureat."

The applicant shall have the following documents:

1. A registration card if he is major and two photographs.
2. An authorization signed by his tutor if he is minor.
3. Copy of his legal record.
4. A vaccination certificate against infectious diseases (typhoid, diphtheria, small pox).
5. A recent health certificate.
6. His birth certificate.
7. A certificate for completion of *études secondaires*, (Part 2).

Any foreigner who wants to be admitted to the college shall add to the preceding list the following documents:

- a. His permission to reside.
- b. His university diplomas.
- c. A French translation legalized by his Consul of his documentary evidence with photograph attached.
- d. In place of a registration card, an identification certificate with his photograph attached and signed by his Consul.

Once admitted, the student pays a registration fee of 25 gourdes (\$5.00).

The registration will be renewed free every year and gives right to a student card (with photograph).

No one can be registered by correspondence or a third person. The registration has to be made personally.

No reimbursement shall be considered in the case of the student who would have to discontinue his studies.

The registered student goes through a physical examination before a Medical Commission formed by the Dean.

This examination shall be renewed every year at the beginning of the courses and shall be applied to all the personnel.

Teaching

Teaching in view of the stage of Chirurgical Dentistry is theoretical, practical and clinic.

Detailed programs are established at the end of each scholar year for all the branches of theoretical teaching and for practical works.

Each program is prepared by the professor or the person in charge of the courses and presented to the Dean who sees that it is carried out.

Examinations

The examinations include practical, written, and oral tests.

Scale of Marks

Excellent	100
Very good	90-80
Good	70
Fair	65
Poor	60-50
Bad	40-30
Nil	30- 0

The professors give the notes to the Secretariat under seal.

All the students of one class shall take the written examinations the same day and at the same time.

For organizing and scheduling the examinations, the Dean shall take all necessary steps according to circumstances.

Dates and time for examinations shall be fixed by the Dean; the students shall be informed 2 weeks in advance, by an advice of the Board of the College Secretariat.

The written examinations shall be anonymous and shall have at least three questions on each subject matter. At the date fixed, the examinations' room shall be closed to the students until the proper time. The length for examinations shall be of 2 hours for each subject matter.

School of Nursing

Law and Regulation Excerpts

Law of October 31, 1949, reorganizing the School of Nursing and establishing on a new basis the status of nurses graduated by the Health Service.

Article 1.—The School of Nursing is now affiliated with the University and operated under the Department of Health supervision.

Article 2.—To be registered at the School of Nursing, the candidate must have the following documents:

Birth certificate

Identification card

Certificate of good moral standards delivered by the Justice of Peace of her residential town.

Health certificate from the Service of Health.

Brevet élémentaire or a certificate from a secondary school recognized, certifying that the candidate had followed during one year the courses for Quatrième.

Article 3.—The registered candidates shall be from 18 to 30 years at the most and shall take a written examination whose form and conditions shall be fixed by the involved administration. However, candidates having their *brevet supérieur* or a higher education level are dispensed from the admission concourse.

Article 4.—The number of admissions at the School of Nursing is fixed every year by the school director in agreement with the Dean of the College of Medicine, the Director General of Health and the Administrator of the General Hospital . . .

Article 7.—The School of Nursing might take in consideration the registrations or passed examinations of a candidate from a foreign school. The equivalence shall be granted upon presentation of adequate documents and application of the student. In that case, the director of the school shall make inquiries concerning the distribution of studies in the school from which the student comes.

Article 8.—The following disciplinary sanctions can be applied to the students: warning, scolding, censure, temporary exclusion, expelling.

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Article 10.—The subject matters taught at the School of Nursing, are the following: Nursing history, practical and theoretical nursing, professional moral, personal hygiene, normal nutrition, diet for sickness, dietetic practice, practical training of nursing in public health, public hygiene, sociological elements, principles for mental hygiene and sickness, principle of social work, principle of teaching, study of discussion of cases, professional capacity, and deontology.

Elements of anatomy and physiology, microbiology, chemistry, general medicine, practical medicine, chirurgy and gynecology, medical matters, contagious diseases, obstetric, pediatrics, ophthalmology, endocrinology, and laboratory techniques are included.

The length of studies is three (3) full years * * *

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Article 12.—The diploma for nursing delivered by the Department of Health upon recommendation of the General Director of Health and the administration of Nurses School, enables the possessor of it to practice in any hospital of the Republic or private medical assistance institution.

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Transitory Dispositions

Article 15.—In order to dispense a larger contribution of medical assistance in our country it has prepared some medical assistants or auxiliaries of both sexes to work in clinics and rural dispensaries.

In any case shall these assistants or auxiliaries be assimilated to graduate nurses or doctors.

Before receiving the authorization enabling a person to practice as assistant or auxiliary, the candidate must have a certificate stating that he achieved with success, the program of studies prepared by the General Administration of Health in agreement with the Department of Health.

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Article 16.—The graduate nurses working for the Department of Public Health, shall be divided in four groups, each group having a distinctive insignia.

Article 17.—To be a first class nurse, one must:

- a. Be graduated by a recognized School of Nursing, have professed from 15 to 20 years and have not had during that time any disciplinary punishments for serious professional fault.

- b. To be a second class nurse, one must:
Be graduated by a recognized School of Nursing, have professed from 10 to 15 years and have not had during that time any disciplinary punishments for serious professional fault.
- c. To be a third class Nurse, one must:
Be graduated by a recognized School of Nursing, have professed from 5 to 10 years and have not had during that time any disciplinary punishments for serious professional fault.
- d. To be a fourth class Nurse:
Any graduated nurse working for the Department of Health and not yet having 5 years of Service.

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Article 20.—The number of nurses for first and second class is fixed during the fiscal year. A promotion can take place in different classes only in case of vacancy caused by retirement, demission or other.

Article 21.—After 20 years of service, the nurses who will be 55 years old, shall be permitted to retire and a rent not exceeding half of their last salaries shall be paid to them. In case of accident or sickness caught while in service; and after strict control, the nurse shall be allowed to retire no matter her age and the rent paid to her.

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National School of Agriculture

Regulation Excerpts

Admission

1. Admission to the school takes place on a competition basis.
2. The date for competition is published in the most important newspapers of Port-au-Prince, 1 month at least in advance.
3. To be admitted at the competition the candidate must be 23 years old at the most and in possession of a certificate de fin d'Etudes Secondaires Classiques (part I at least). The other conditions are given at each competition.
4. Any employee dismissed for a serious matter; any student precedingly expelled from the School can in any case be admitted to take part in the competition.

Scholarships

5. Scholarships shall not be given in cash, but as food, lodging, laundry during the scholarty time. No allocations or indemnity is given to the students.

Courses, Examinations

6. The every day courses are made according to the school's program.

7. The examinations are annual and trimestrial. The trimestrial examinations are done by writing and the annual by writing and oral . . .
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Marks

18. The marks are given upon a basis of 100. The average for grading is of 65. The student who fails, may go to the extraordinary session if the average he obtains is not inferior to 50 * * *
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Studies—Sanction of Studies

25. The length for studies is 4 years.
 26. The program of studies includes theoretical courses, laboratory works, practical work in the fields, at the shop or at the clinic, excursions and a period of training.
 27. A great amount of time of the students shall be considered for practical and laboratory work.
 28. At the end of 4 years of studies, the student who obtains a general average equal or superior to 65 percent, shall receive an agronomist diploma.
 29. For obtaining his diploma, the student must after completion of his last examinations, or during the 4 years of studies, accomplish a training of 3 months and get a satisfactory report upon this period of training * * *
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The Students—General Rules

32. The rules will be the same for all students.
 33. When a student is registered and follows the courses of the school, he is bound to follow all the regulations of the school.
 34. The students must accomplish with efficiency all works whatsoever given to them for their formation and progress of the school * * *
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 47. The students are responsible for the school's properties, books, tools, laboratory furnitures, which are given to them and in case of loss or deterioration caused by neglect, they shall reimburse the cost of the item.
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Health Service

87. When a student feels sick, he shall advise the administration at once.
 88. If the case is serious or contagious, he shall be sent to the hospital, unless his parents take care of him.
 89. Medicines besides the ones furnished by first aid shall be at the student's expense.
 90. The transportation in town of an ill student is assumed by the school only in urgent cases.

Disciplinary Sanctions

91. The disciplinary sanctions will depend upon the seriousness of the case. These measures are the following:
 - a. Warning and scolding made by the Professor or Administration.
 - b. Temporary suspension of one week.
 - c. Temporary suspension of one month.
 - d. Temporary suspension of two months with the loss of the ordinary session of examination.
 - e. Expelling.
 92. Any student scolded three times during a month shall be suspended for a week by the School's Administration. The other disciplinary sanctions shall be fixed by the Council of Professors * * *
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Criteria Governing Grants-In Aid¹

The Inter-American Schools Service allocates grants-in-aid to certain binational American-sponsored, nonprofit, nonsectarian, community-owned schools in Latin America, on the elementary and secondary levels, to assist them in employing trained administrators and teachers from the United States, to obtain professional materials and supplies, and for other related educational purposes.

Following are the principal criteria governing the granting of funds to these schools:

1. Only those schools that are open to nationals of the country in which they are located may receive grants.
2. Each grant must be approved in principle by the United States embassy in the country concerned.
3. Grants are forwarded to the schools through the United States embassies in their respective countries.
4. All grants must have the final approval of the Advisory Committee on the Inter-American Schools Service of the American Council on Education.
5. Grants are not made to church-connected, company, or privately owned schools.
6. Each school receiving a grant must have a charter or permit from the authorities in the country in which it is located.
7. Schools receiving grants must be incorporated in such manner as will prevent use of funds by unauthorized individuals or organizations.
8. Each school receiving a grant must have a United States citizen as director, except in emergencies.

¹ American Council on Education, Inter-American Schools Service. *List of American-Sponsored Binational Schools in Latin America*. 1785 Massachusetts Avenue, NW, Washington, D.C., August 1967.

9. If a school's buildings are used for religious instruction, that instruction must be offered outside the regular school hours, and the buildings must be made available to all denominations if so requested.

10. The board of directors of each school should be binational in its composition.

11. The Director or Board of Directors of each school must submit twice each year a report as prescribed by the Inter-American Schools Service of the American Council on Education on its report form entitled "Biannual Report."

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